

Education for Citizenship

Number Nine in a Series of Reports
Surveying Newer Educational Practices



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METROPOLITAN SCHOOL STUDY COUNCIL



323.6

Education for Citizenship

*Number Nine in a Series
of
Reports Surveying Newer Educational Practices*

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by

A committee of staff members, pupils and citizens
from the Council communities



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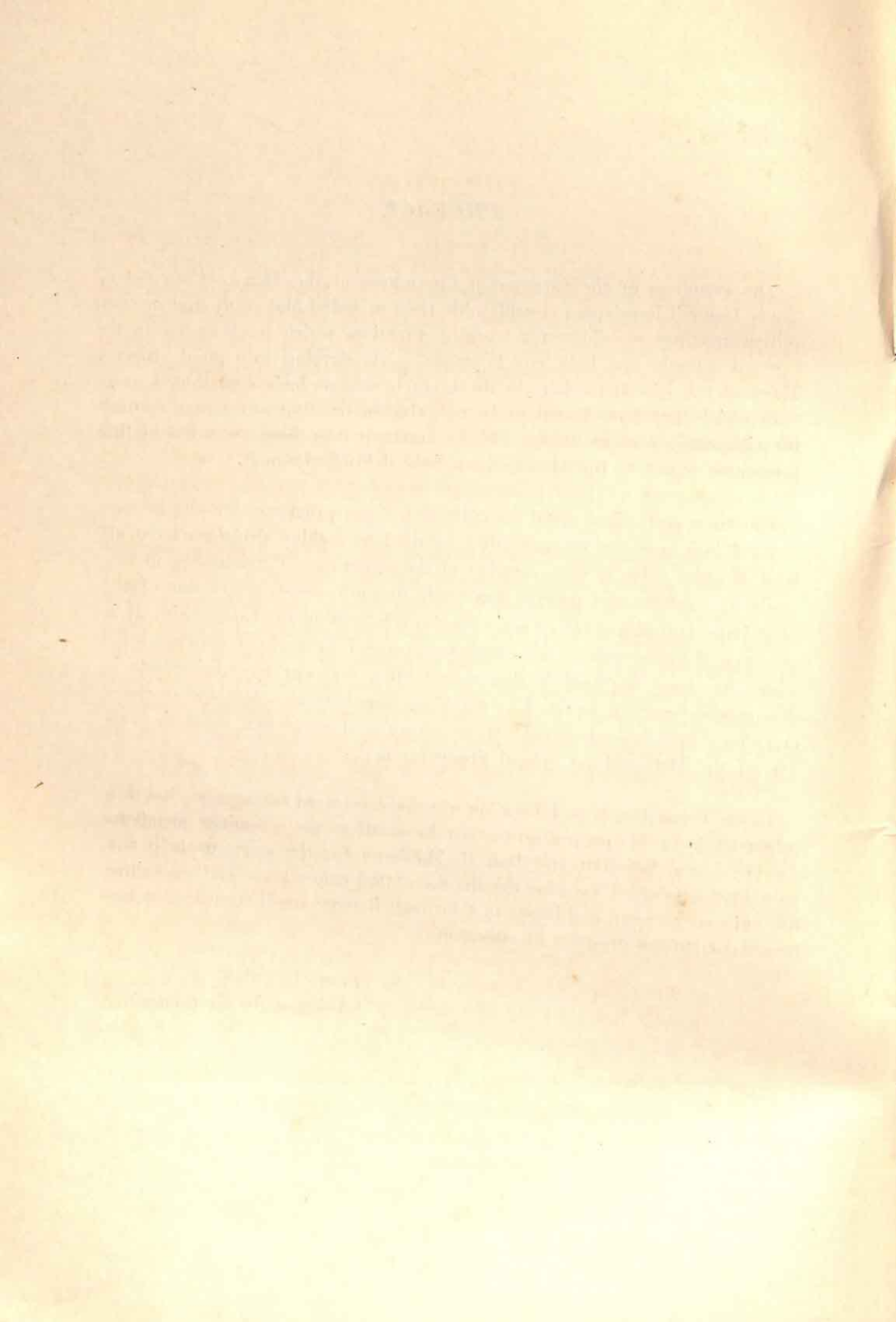
PREFACE

The members of the Citizenship Committee of the Metropolitan School Study Council have spent considerable time in individual study and in committee meetings searching for teaching practices which teachers use in the Council schools that help our boys and girls develop into good citizens. Many of the 12,000 teachers in the Council schools have contributed practices which they have found to be of value in training our nation's youth for citizenship responsibilities. These practices have been recorded in this committee report to the Metropolitan School Study Council.

The time and effort spent in collecting these practices, the discussions entered into, and the responsibility entailed in making decisions have all been of great value to each member of the committee. Participating in this study as teachers and parents has made us more conscious of one of the most important objectives of our schools—Education for Citizenship. It is the hope of the committee that continuous use will be made of the knowledge which has been acquired in this undertaking, that our recorded efforts in this publication will be used in teaching situations by adaptable teachers, and that citizenship education will be set up as a continuous research problem of the Metropolitan School Study Council.

To the local Boards of Education who have released teachers so that they might work on this project go the thanks of all of the committee members. To Dr. Lorne Woollatt and Don B. Matthews for the generous help and valuable suggestions go also the thanks of the committee. The committee has enjoyed its work and hopes that through it some small contribution has been made to the progress of education.

Frank S. Foley
Chairman for the Committee



FOREWORD

This is one of twelve related reports. Together they make up the report resulting from the work in revising the Council's 1944 book entitled *WHAT SCHOOLS CAN DO*, commonly referred to as the 101 Book. This revision work was carried on during the school years 1947-48 and 1948-49. It engaged the efforts of more than 5,000 staff members of Council schools. Each of the reports deals with a section or "Window" of the original book.

Education is an integrated, unitary process. Nonetheless, it is a very complex process. In order to simplify the description of what good schools are doing, these twelve reports have followed the pattern of the original 101 Book in presenting school activities as if they were viewed through twelve windows.

Each report presents a different facet of the schools. It is as if we were looking into a school which had twelve windows, each of a different color. For example, in *Basic Skills* the panes might be of pale green glass which would permit us to see only those activities concerned with reading, writing, arithmetic, and speech. We would be conscious that there were many other related activities concerned, but our attention would be fixed on the basic skills. Moving to the end of the school building we might look through a pale blue glass which would permit us to see only those activities of the school which were training pupils how to think (Report Number 3).

Some of the twelve windows may be thought of as being along the side of the school and others at the end. Those along the side might be labeled "curriculum" and would include the following reports: 1. *Basic Skills*; 2. *Areas of Knowledge*; 6. *Health and Safety*; 7. *Education for Family Living*; 8. *The World of Work*; 9. *Civic Competence*. The end windows might be considered as more intangible. They are 3. *Teaching Pupils to Think*; 4. *Exploring Pupils' Abilities*; 5. *Developing Character*; 10. *Regard for the Individual*; 11. *School and Community*; 12. *Staff*. As a matter of fact, the latter two are more like skylights through which we might look down upon the other ten phases.

It is the intention of our series of reports to present the whole picture of what is currently happening in good schools. Consequently the reader is warned that attention limited to less than twelve of the reports in this series is inadequate to reveal the total picture.

We wish to point out some of the inter-relations among the reports. These are merely examples and are not exhaustive.

Teaching Pupils to Think (Report Number 3) has many contacts with other reports. Thinking is impossible without a grasp of the basic skills. It requires knowledge. The individual who has a broad grasp of knowledge and is equipped with the basic skills will do a far better job of clear, creative thinking than one who is less well-equipped. Good, clear thinking also requires that the thinker be in good physical, mental and emotional condition (see Reports 5 and 6). Thinking is necessary in the areas of family living, work experiences, and citizenship. Regard for the individual releases tensions which permit pupils to do good thinking. A staff composed of persons who are observers and guides of the development of pupils is necessary to teach pupils to think clearly. Community situations related to the school offer good material for training pupils to think in real life situations and on problems which intimately concern themselves.

One could begin with any report and develop similar relationships to the other eleven. The reader is invited to attempt this for himself.

Lorne H. Woollatt
Research Associate

INTRODUCTION

Development of citizenship with its privileges and duties is of utmost importance for the American school system. In the final analysis constructive citizenship is probably the goal toward which all public education is aimed. Personal competence of the individual is not enough. This personal competence must be developed in a dramatic setting. Narrow concepts of citizenship must be broken down. Today we are all citizens of the wide world. The interdependence of the peoples of this world must be realized. A wider scope of imagination must be developed. The avenue of world peace and cooperation must be explored.

There is much that the schools can do to develop the viewpoint of international understanding in our youth. The teachers in our schools use many different kinds of instructional material, devices, techniques, and practices to help establish a world-wide viewpoint. The good teacher applies many pedagogical precepts to develop an intellectual understanding of the problems of the world. These problems will continue to challenge our youth in after-school years, but our schools are doing things which will make youth more competent to meet this challenge. Scattered throughout this report there are practices which help youth develop a concern about world understandings, which lead to the hope that problems will not only be faced but that some solutions may be ready, too.

Development of Good Citizens

What type of training should people have to make them responsible democratic citizens? Democracy is a way of life concerning itself with the rights and duties, the privileges and responsibilities of all men. People living in a democratic state should be ever cognizant of those peoples which are handicapped by other ways of life. No one nation can ignore the cultures, habits, and ways of action of other people and still operate democratically. Is knowledge of history enough? Will discussion of citizenship problems produce good citizens? Reading, discussion, and investigation are important to give knowledge and understanding, but these techniques alone will never develop a high degree of citizenship. Although rights and duties should be known and discussed, it is only by practice of desirable conduct that one becomes competent within the group. This can be attained through the participation of individuals working toward the solution of group problems. It rests upon the assumption that we learn by doing.

Eight patterns of practice designed to develop citizenship are defined in the pages which follow.

Pattern 1, *Knowledge and Understanding for Free Men*, deals with the use of all available sources of civic knowledge. These include books, magazines, pamphlets, newspapers, reports, visual aids, community resources, contacts with citizens and elected officials.

Pattern 2, *Activities in the School Patterned after Adult Institutions*, shows how better schools provide pupils with practice in the kinds of activities they will later undertake as citizens. By borrowing from existing adult forms of social and political action the schools have provided practical experiences in those modes of civic behavior which pupils will later use.

It is not assumed that all problems of citizenship have been solved. Pattern 3, *Creative Planning by Pupils* in the fields of civic, economic and social relationships, is intended to help pupils develop skills and insights for solving present problems. The schools are fostering creative planning by using pupils as a source of ideas for the improvement of present civic conditions and using procedures which permit pupil evaluation of society.

Pattern 4, *Dealing with Live Problems*, is concerned with developing an awareness of problems, a facility for understanding them, and a technique for dealing with them through discussion.

Cooperative Group Action is required on every problem that needs a practical solution. Pattern 5 presents examples showing how this may be developed within the environment of the school.

Pattern 6 shows how *Useful Productive Activities*, for which pupils appreciate the need and in which they share responsibility, are used by better schools as experiences in modes of civic behavior to train pupils in taking real responsibility.

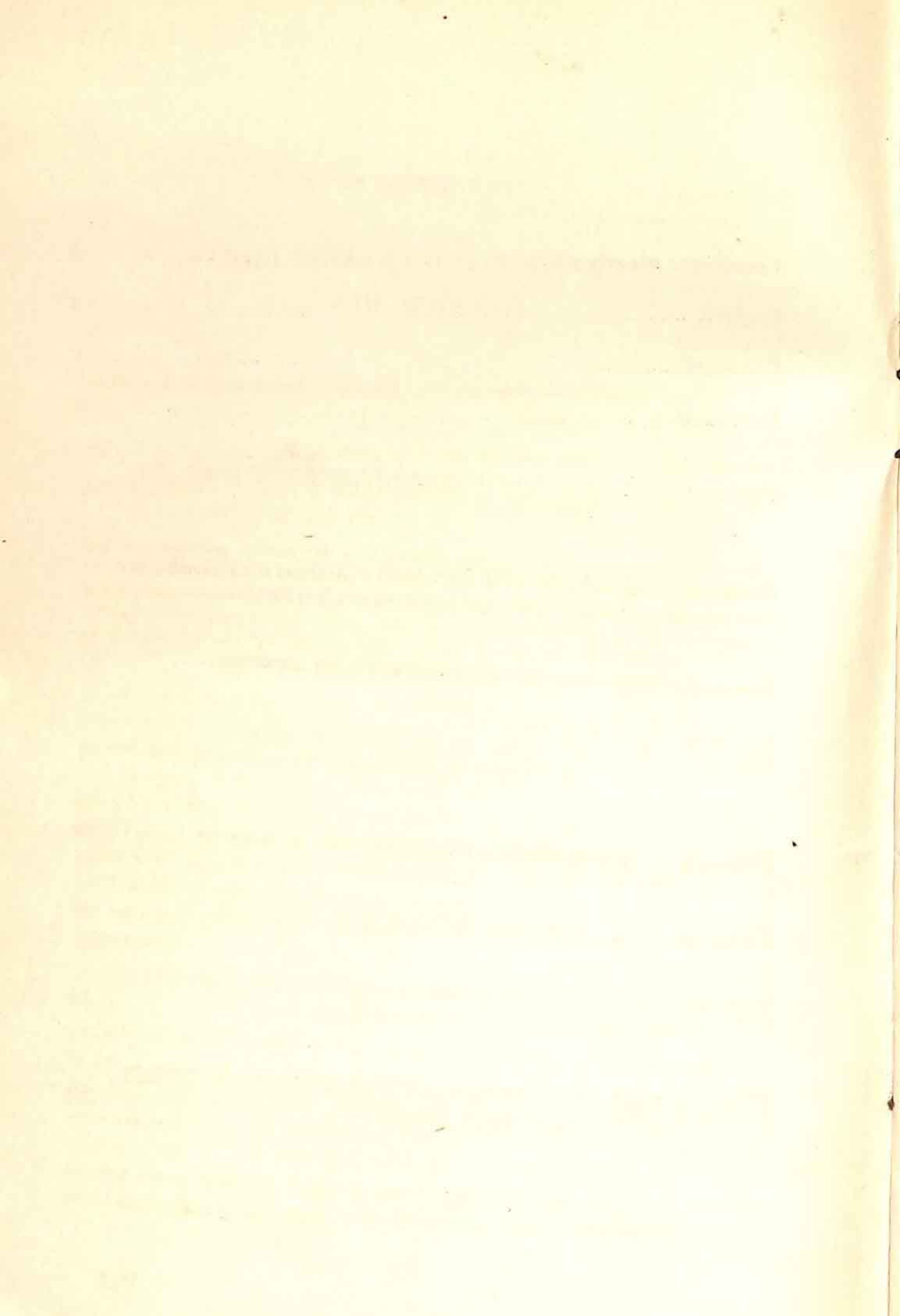
The slow growth of citizenship over the years of schooling requires the constant attention of *The Teacher as Observer and Guide in Civic Development*. Such a teacher is aware of the social growth of individuals and designs experiences which develop and test this growth, as described by the practices in Pattern 7.

Citizenship is not a problem for schools alone. It is a concern of the public. Pattern 8 shows how schools use *The Public as A Resource in Planning* the program of civic education.

Although each illustration in this report is classified for use according to a particular school level, most of the illustrations may be modified for use at other levels as well.

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I

KNOWLEDGE AND UNDERSTANDING FOR FREE MEN

1. *Schools should teach students to differentiate between objective subject matter and propaganda.*
2. *Intelligent opinion must be based on facts.*
3. *Intelligent opinion may be fruitless unless it leads to intelligent participation in affairs of the local, national and world community.*

Knowledge is essential in training citizens in a democracy, for everyone has the right to vote and hold office and must be prepared to undertake both of these important tasks. It is the job of the schools to provide opportunities for its practice. Better schools make use of books, pamphlets, newspapers, reports, magazines, visual aids, and direct contact with citizens and elected officials as sources of information pertaining to civic and social knowledge.

Learning About Far Away Places

Children from the second through the fifth grades are learning their lessons by handling foreign-made objects. Many small antiques from thirty-two foreign nations are on exhibit. All of the pieces on display were lent by the parents in the neighborhood, one in which many residents are foreign-born or descendants of foreigners. On the classroom door is a sign, "Far Away Places." From the articles, the children learn about foreign lands, and the teacher of the class has a globe on her desk on which foreign countries are located.

(Elementary)

Community Life

In our school, students in grades three to six selected a subject dealing with community life. They then created a mural and built up a set of questions and answers based on the problem under discussion. Included were studies of economic, cultural, and recreational life; physical features, people of importance, history, industries and wild life. A story accompanying each unit was developed from material gathered from various agencies, commissions, and bureaus. Children interviewed individuals, read

newspapers, pamphlets, and magazines, and went on field trips. They visited town authorities and invited them to speak to the students. The most interesting talk was given by the local game protector who made two visits to answer the students' questions. (Elementary)

United Nations Program

Boys and girls from the fourth, fifth, and sixth grades celebrated United Nations Week with an enthusiastic presentation of their understanding of the organization.

Fourth-graders came forward with suggestions for patterns of behavior suitable for children and adults with emphasis on understanding each other. Each brought a proverb which aptly expressed his thought. These proverbs were discussed and given much consideration.

Fifth-graders worked together in presenting a choric selection which illustrated their interpretation of the need for a United Nations organization. They became familiar with the names of the United Nations countries.

Sixth-graders presented their findings regarding the organization and accomplishments of the United Nations. This was dramatized in a skit in which the children discussed their research results at a Scout meeting.

The children's enthusiasm, effort, and willingness to learn about the United Nations is an indication of what an elementary school can do to help each child become an understanding citizen of the world. (Elementary)

Postmaster Cooperates

A postmaster welcomes classes of children to his village post office. He takes them "behind the scenes," lets them watch the men sorting the mail, shows them the letters which will not find their destination because of poor addresses, explains the postal savings department, the money order system, and other phases of post-office work. (Elementary)

Know Your Community

A school "Know Your Community Club" decided to visit public and semi-public buildings during a five-week period. A member was elected to contact the official in charge of each building to obtain permission and make arrangements before each visit. (Elementary)

Tax Money

An item in a children's weekly about coins aroused such interest that it led to the planning of a unit entitled, "Where the Nickel Goes." The first

topic of this study was the matter of services rendered by the tax nickel.

The class visited the city clerk who informed them that approximately 45% of the money paid for local taxes returned to the school. This was indicated in a graph to show the value received. The question then arose as to whether the money spent in taxes for the operation and furtherance of education was more than if parents paid it directly in the form of tuition fees. The class wrote to private schools and received data. The comparison indicated that it was decidedly cheaper to pay taxes than to send children to private schools. At the end of the unit, the pupils felt that they got more from the tax nickel than from any other nickel. (*Elementary*)

Police Justice Cooperates

A police justice of one village has been very cooperative about permitting teachers of seventh and eighth-grade classes to bring their students to visit his court room. He usually plans to hear a few cases of traffic violations, so that the children may see how this part of the work is carried out. He talks to the pupils telling them about the plan of the court room. He also explains why the famous judges, lawyers, and policemen whose pictures are on the walls should be remembered. (*Junior High*)

Latin American Study

One junior high school class studied the history, resources, and problems of Latin American countries through Pan-American Conference methods. Twenty pupils chose the study of the twenty Latin American republics. Others in the class took special topics such as "Possessions of Foreign Countries," "Indians," "Pan-American Highway," "Snake Farm," and "Animals and Birds." Each child made a complete study of his country or topic, organizing the material under headings. This was kept in a notebook or a "brief case" decorated, in the case of countries, with the coat-of-arms or flag. (*Junior High*)

Community Study

A community study was carried on by a seventh grade. For information about the early history of the town, class members went to homes of descendants of early residents, obtaining interesting information, old pictures, and relics of early days. For the town as it is today, class members interviewed outstanding citizens such as township committee members, fire chief, police chief, school principals, a librarian, and officials of the county. Trips were taken, some by committees, some by the entire class, to points of historical interest, to industries, to municipal buildings, and to newspaper publishing plants. Citizens of the community came to school and talked to the class on

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such subjects as How Welfare Federation Helps, Community Service, Town in Olden Days, and Safety. Movies were taken and narrated by the Junior High Camera Club and shown at assembly.
(Junior High)

Social Studies Classroom Library

A social studies classroom library consists of some 400 social studies volumes and several thousand periodicals and pamphlets. In addition to subscriptions to current magazines, purchases include *Town Meeting*, Public Affairs pamphlets, and *Building America*. An old closet was converted into a bookroom. Shelves were built by the school carpenter and shop boys. Several vertical filing cabinets house current materials. The librarian, who teaches an elementary course in library science, sends one of her students to care for this library.
(General)

Freedom Week Observance

A Freedom Truck, loaded with priceless local historic documents, made the rounds of our schools during the week designated as Freedom Week by the Town Development Board. Every school child visited the truck and looked at the documents. These included an Indian Deed of 1703 for Western lands, and a document of 1765, setting forth an award of arbitration for land. Nine other documents pertaining to local and state history were from the State Library. To help the teachers prepare the children for their visit to the Freedom Truck, the Director of our Audio-Visual Education Department got out bulletins describing the documents. He also secured four patriotic motion picture films and six new filmstrips on "Our American Heritage" and publicized these together with available material in the Audio-Visual Library.

As a result, during the weeks immediately preceding the visit of the Freedom Truck, audio-visual materials were widely used for class discussions and as integral parts of assembly programs. A report of how each grade prepared for Freedom Week was carefully described and sent to the local newspaper.
(General)

Fiesta of Nations

Thirteen booths from as many countries were tended by parents of like ancestry in a one-day fiesta for children and adults. The parents, dressed in native costume, explained the displays to the children who visited the fiesta with their teachers in the afternoon. Crowds of adults attended the fiesta in the evening. American, Polish, Hungarian, and Scotch folk dancing and music added to the enjoyment of a program that promoted community

consciousness of the valuable contributions made by all nations to our country's culture. World understanding was brought dramatically home to the people — at least greater understanding of the achievements of Germany, France, Palestine, Great Britain, Greece, Mexico, Russia, Holland, Italy, Syria, Hungary, Poland, and China. (General)

Learning to Collect Facts

Although children have been exposed to the use of supplementary books in previous grades, the need for locating and using additional information from many sources continues to become greater after the fourth-grade level and requires, for its initial development, some definite plan or method.

In a unit of study on the life of Belgian Congo natives, of which the underlying theme was "Man's Adaptation to His Environment," the whole class used the same book first for orientation. Then each child was given another text with the request that a list of facts be made from the second book which were not to be found in the first. The children treated the task as a game. Each child strove to obtain the greatest number of new facts. Each read his findings, which the others evaluated or criticized in terms of whether they were new or previously reported facts.

The third step was the use of a variety of books — travel, fiction, history, geography, and encyclopedias — to find information on special topics related to the subject of Belgian Congo natives (for example, the life of David Livingstone). The children wrote reports and read them to the class. Several children wrote about the same topic, each choosing his own source materials. (General)

Host to Foreign High School Students

The Metropolitan School Study Council, comprised of seventy school systems within the Metropolitan area of New York, has cooperated yearly with the New York *Herald-Tribune* and various airlines in an exchange of high school students. Guests have been from Latin American, Scandinavian, and Marshall Plan countries. Selected American students returned the visit to Latin America and Scandinavia. The visitors to America live in homes in Council communities and go to regular classes in Council schools during their stay of several weeks. Contact and free discussion is encouraged in homes, in schools, and in gatherings in the communities. We, in America, hear what our foreign guests think of their lands and of us and our ways of doing things. Our students come back full of reports of what is going on elsewhere. Through these close friendships formed with students from other lands Council students' sympathies, fields of knowledge, tolerance, and un-

derstanding have been immeasurably broadened. Communities, too, have felt the impact of their visits and many adults in the communities have gained fresh interest in, and feeling of responsibility for, the schools in their own community.

(*Secondary*)

The School Program and World Living

The student council, in cooperation with the English department, prepares and distributes material on atomic energy to local study groups. This is an effort to relate the school program to the more recent scientific developments as they affect the world of today.

(*Secondary*)

Democratic Living

The classes of one teacher in the history department are responsible for one monthly meeting of the History Club each year. The March meeting this year was truly representative of our city which can well be described as a "melting pot" of all races and nationalities. The theme of the program was Democracy. Students told of the contributions of the groups which they represented to America's growth and development as a great democracy. Practically every leading country in the world was represented — even India, from which one girl's grandfather had come.

Three students who are refugees from Europe illustrated the value of democracy by telling of their experiences. One of the students was a boy from Austria who evaded the Germans when his family was killed. A girl told how she and her family miraculously outwitted death in their flight from Belgium when the Germans invaded. When they arrived in Southern France, they were thrown into a concentration camp and were deprived of all but the barest necessities in food and clothing. Because of the delicate condition of the girl's grandmother, the family was granted permission to live outside the camp. Several days later, all the people in the section of the camp where they had been quartered were transferred to the crematory. The third student told of his experience when Russia invaded western Poland. The Russians confiscated the father's property and the family left the large city where they lived. The boy spent some time in a concentration camp where he was put to work in the wood products factory. Hard work and beatings were plentiful and food was scarce. Not until the war was over could he leave for America.

After hearing about these experiences, the students of our school appreciate their fortunate position and know exactly what living in a democratic country means.

(*Secondary*)

II

ACTIVITIES IN THE SCHOOL PATTERNED AFTER ADULT INSTITUTIONS

1. *Young citizens should understand the political and social institutions with which they will work as adults.*
2. *These social and political institutions will be more readily understood if they are observed in action and, on the basis of this observation, evaluated.*
3. *Maximum understanding and value may be gained by adapting adult institutions to the school scene for actual practice in modes of civic behavior.*

Every pupil should be induced to assume personal responsibility as a necessary requisite to the preservation of our democratic way of life. The "learning by doing" philosophy may be applied through modeling school activities on adult patterns. Pupil participation may involve elections, collections of dues, discussions of policy and determination of procedures. Elections which follow the pattern of municipal, county, and state elections help pupils understand the operation of democratic government.

Some adult institutions, e.g., court or senate, may be set up in facsimile in the school for training purposes. Through this laboratory situation pupils may gain skills and insights into the way our institutions function in real life.

School Store

The school store is a non-profit cooperative organization designed to meet the needs of the boys and girls for such materials as are not supplied by the school or by the community stores. The fourth grade operates the school store and all pupils have a chance to sell, keep accounts, deposit money at the office and deal with other children. The managers and committees order supplies from a salesman who comes to school. They unpack them upon receipt, determine the sales price of each item, and see that the shelves are properly stocked and arranged. It is the responsibility of the clerks to open and close on time, also to see that the key and money box are in the right place. The store records are audited by a school auditing committee.

(Elementary)

Building a Town

As one of our units of work this year we are building a town. We talked about the schools, town hall, and post office. In each case, we found out what work was carried on in each building, who chose the people to do the work, and where the money came from to do the work. In the case of schools, it was an excellent opportunity to stress the need for taking care of supplies, of preserving materials and school property since this really belongs to all of us. This led to a discussion of what responsibilities the citizens have in running a town. (Elementary)

Elementary School Elections

The elementary school council holds elections that are much the same as adult elections. The children must secure a given number of signatures on a nomination writ. A real campaign of posters, slogans, and speeches is carried on before election day at school. This council, from kindergarten through the sixth grade, has representatives from each class who meet with a teacher and the principal every two weeks to discuss school policy and practices. These representatives serve for one semester. Parliamentary procedure is observed as far as possible with so young a group. (Elementary)

Classroom Milkmen

As part of their citizenship training a third-grade group is in charge of the daily purchase and sale of milk. About 150 bottles of milk are sold each day. The group is in charge of keeping the accounts of the money received for milk and the delivery of milk to the classroom according to a distribution chart. The milkmen change each week. This is quite a responsible job which includes listing the names of purchasers, recording collections, checking daily absentees, and refunding money to those whose milk was sold. The final duty is that of assisting the new milkman for the next week. (Elementary)

Practices in Civic Government

Discussions are good but experiences are better. Our second-grade classroom was transformed into a town. Groups of desks made blocks and each desk a house. Streets were named, houses numbered, civic improvements were planned and executed. Each child was an active citizen in this new community. There was a mayor, a council, a policeman, a fireman, and a librarian. Meetings were held regularly by the council and the citizens. We no longer talked about civic attitudes because we practiced them in our

community. At the end of the year the children were more thoughtful and responsible young citizens because they had formed good habits.

(Elementary)

Agenda for Meetings

Throughout the school year the grades have general meetings at regular intervals. The officers learn the necessity for planning in conducting a good meeting and a planned agenda is drawn up beforehand. The meeting is conducted according to parliamentary rules. The officers and classes practice what they have been taught formally in school. Both officers and class members gain experience in talking before a group larger than their ordinary classes.

(General)

Home Room Organization

Our home room is organized with student officers. Election campaigns are held each semester. Nominating petitions are received. Students register and vote on prepared ballots. Officers help with many of the home room functions and carry out any regulations adopted by the home room group. The mayor, who is in direct charge of the home room, acts as judge of the student court. The clerk keeps attendance, minutes of meetings and court proceedings. The treasurer collects money, which the students are called upon frequently to contribute, and records all financial transactions. The sheriff maintains order and may swear in deputies. He may serve summonses or make arrests. He serves as prosecuting attorney at court hearings. Mimeographed summons forms are used by the arresting officer. The class voted against secret detectives. The health commissioner checks the ventilation and neatness of the room. He also is in charge of the work detail. The recreation commissioner is in charge of any home room parties or affairs. A jury is chosen by lot from home room members. Either party in the trial may challenge any prospective juror. The court of appeal is the home room teacher who may not reverse a trial decision, but may judge the sentence as too heavy or require a new trial. This office is not used very often.

Once when an appeal by a student stated that his offense was committed outside the home room, the students voted that any offense that reflected upon the home room could be tried in the home room court. *(General)*

Bicycle Supervision

Five bicycle courts located throughout our community pass judgment on offenders of town and state laws governing cycling. The local police issue summonses to cycling violators and the schools are responsible for the en-

forcement of penalties imposed by the courts. Three features of the program are noteworthy. Young boys and girls receive training by serving in the bicycle courts. Bicycle schools are held on Saturday morning to give instruction in proper cycling and mechanics of the bicycle. Proper registration of all bicycles is required. (General)

Hall of Fame

Inspired by a visit to New York University's Hall of Fame, students developed a class Hall of Fame to promote citizenship. Ten pupils were chosen on the basis of citizenship and scholarship. Plaques for them paralleled the photographs of ten members of the New York University Hall of Fame. (General)

School Betterment League

Our school has recently gone through a school-wide election for president of the School Betterment League with all the machinery of a real election. Delegates from all classes form the Betterment League. In the past this body selected its own president, but it recently amended its laws so that all pupils could participate in the presidential election. The Betterment League nominated two candidates from six names that were submitted from the classes. Each candidate selected a campaign manager and a committee to help him run his campaign. The school blossomed with pictures, posters, placards, and banners of both candidates. There were speeches over the school radio, in classrooms, on the playground, and in the assemblies. Classes invited the candidates to come and present their views and answer questions. Mass meetings and parades were held.

The Betterment League appointed a board of registration. On election day the registration lists were on hand and each name checked. Each pupil cast his ballot on real election equipment borrowed from the city hall. After the poll closed at 2:30 P. M., a tally was made and the winning candidate went on the school radio with a special broadcast. Students learned about the mechanics of government and also what makes government work. (General)

Fair Play in Campaigns

The annual election of officers for the student council always precipitates a lively interest among pupils and the community. Besides desiring to develop and recognize qualities for leadership, we wish to promote good sportsmanship and fair play. One year we were presented with a problem that caused considerable discussion and thought. A loyal and enthusiastic

adult supporter of one of the candidates treated students to gifts. The student council registered an immediate vote of protest.

A pupil committee appointed to study the problem submitted the following recommendations which are now accepted procedures. It was decided that there should be no individual money expenditures on the part of any candidate and that a fund of 25 cents from the student council treasury should represent each candidate's campaign fund. The major emphasis is thus placed on the cleverness and ingenuity of campaign managers and the candidates. Competitive fair play is maintained and creative ability encouraged.

(General)

Community Welfare Fund Aided by Students

Administrators, teachers, pupils, and parents are plagued by the constant and repeated drives and demands for collection of money. The competition, wear and tear, and emotional upheaval have always been a source of great irritation. To prevent this great waste, our student council meets with the community welfare secretary who discusses in detail the needs met by the Community Chest fund. The student council each year prepares a budget of its anticipated needs for the year. The budget is submitted to all the children for their approval. The students report to their advisory groups and then handle solicitations for our school community chest. The students make pledges, just as adults do, based on their understanding of the community needs and their own financial ability. This system, operated largely by the pupils and teacher advisors, results in a regular assessment of ten cents per month per pupil. From this treasury, amounts are allocated to Red Cross, infantile paralysis and cancer funds, and other worthy causes. Regular shows, such as movies, glass-blowers, magicians, and string quartets are scheduled and admission is charged. This arrangement is logical and painless. It is supported 100% by the pupils who help raise and spend the money. This has caused a remarkable improvement, favored by both teachers and parents, and has helped pupils learn about giving, budgeting, and spending.

(General)

Banking at School

Each Wednesday our banking project goes into action in the elementary classes. A committee of porters sets up the room as a bank with tables and chairs appropriately arranged for the student tellers. A group of messengers bring children from the kindergarten and primary grades and notify the other classes that it is time to bank, thus keeping the numbers well distributed. The porters keep a notation of the number of children in class, the number

banking, and then figure the per cent that bank. A banner is awarded for the week to the class having the highest per cent. Ushers are on duty to keep the tellers supplied with student customers, and to see that the lines move along rapidly. Simple banking procedures are followed. Each pupil has a pass book and a deposit slip. The teller counts the money, records the data, and initials the record page. A record of the transaction is made and given to the bookkeeper who works simultaneously with the teller. These two records act as a counter check when this pair of students balance the transactions at the end of the banking period. A checker looks at each child's bank book before he leaves the room, checks the items recorded by the teller, and sees that the total amount is correct. Any mistakes are referred to the young woman who is present from the savings bank which serves the school. All sums are placed on deposit in a nearby bank. The habit of depositing regularly is stressed rather than the amount of deposit. All who bank regularly every week are given special recognition at the Honor Assembly in June.

(General)

Sharing Responsibility in Shop

We encourage boys to act like men, work like men, and develop responsibility. If a boy can develop leadership and responsibility he is a shop foreman. The boys run their own classes with their own shop foreman, finishing-room foreman, lumber-room foreman, and safety foreman. When a boy is given a job to do, he will report to his instructor on progress at the end of the period in order that progress may be continued during the next period. The boys paint the shop, build shelves, fix machines, and repair brooms. They also refinish tables for the cafeteria and desks for the class rooms. These boys understand the meaning of democratic group action.

(General)

Class Meetings

Each class from grades four through eight has its own organizations. It elects its own officers who serve for one school term. The class meetings are usually held weekly at which time classroom problems are discussed. The president of each grade appoints the committees in the classroom and these change regularly so that all get a chance to serve. When a teacher is called from the room, the president is in charge of the class. With the help of the committees and committee chairmen the various classes are often conducted entirely by children. Several classes have news clubs in addition to their regular organizations. These are organized and meetings conducted by a president who assigns groups to prepare reports on various topics. After reports are given, constructive criticism is made by members of the class

on such points as posture, enunciation, interest of topic, English, and choice of words. The children learn to accept this criticism and to profit by it.
(General)

Citizenship Service Recognized

To accord recognition to the students who have served ably on the many school committees — corridor, lunch room, traffic, fire, courtesy, and stage lighting committees — and to recognize those students who have shown themselves to be good citizens, we planned a get-together in our cafeteria. This was arranged as a banquet hall for the occasion. The president of the student council presided at the speakers' table. Guests included the former student council president, the supervising principal, the principal, the officers of the P. T. A., and a citizen who gave the keynote address. The theme of the banquet stressed what citizenship training means to the community now and in the days ahead.
(General)

Campaigning in an Election

During the time of a major national or state election our social study classes hold a pre-election rally at school. Students bring posters, buttons, campaign songs, slogans, pictures of candidates, campaign speeches, and party platforms. Several students volunteer or are selected to represent the candidates of the different parties. These students prepare short speeches stressing some of the main ideas of the candidate and giving reasons why this candidate should be elected. A straw vote is taken in the class and students are asked to watch election returns to see how close their poll coincides with the official returns.
(General)

Youth Week

The mayor, the YMCA secretary, and the local service clubs combine to sponsor Youth Week. Five student commissioners are selected. The state law on city elections is followed. Each person running for office files a regular petition with fifty student signatures. By law no parties are allowed, but groups with common aims and slogans can and have been formed in high school. Publicity through posters, newspaper articles, and banners has been encouraged. A political rally in the style of a forum is held before the entire school. The candidates give their ideas and answer questions put to them by the audience. An election board committee composed of the campaign managers and volunteers from social studies classes is formed. This committee sets up the election rules and runs the automatic machines on election day. The government of the town is placed in the hands of

students who have been nominated and elected by the student body. They appoint the engineer, the fire chief, police chief, mayor, town clerk, and other officers. These students meet with the local officials and conduct a council meeting. The students and city officials become acquainted with the problems of the community in meeting together. (Secondary)

Classroom Congress

For successful high school teaching of contemporary problems we have organized our classes as a model Congress run by the students themselves. One of two classes may be designated to act as the Senate while the other serves as the House of Representatives. A student may fill the role of President. Each class chooses its presiding officer and arranges for appointment of standing committees on agriculture, labor, foreign affairs, military affairs, education, and health. Political parties are developing among the student legislators, with majority and minority leaders being selected by caucuses. Bills are introduced, referred to committees, reported back to the House or Senate, debated by the students, and then adopted or rejected. In this way the whole legislative process is clarified and made more meaningful. Parliamentary procedure is learned, along with an understanding of many social and economic problems and some of the realities of political life.

(Secondary)

Courtroom Experience

Civics students visited the courthouse and participated in a mock trial held in the court room. The students took places in the jury box and judge's seat. The city attorney helped the students prepare the defense and the county prosecutor helped with the prosecution. The students gained first hand experience in court room procedures.

(Secondary)

History Re-acted

In our social studies classes, numerous lessons and topics lend themselves to group action. A lesson on the Constitutional Convention and the making of the Constitution combine the features of dramatization and group action. Pupils are selected to represent the prominent delegates, such as Hamilton, Sherman, Franklin, and other Colonial personages. A student impersonating Madison takes notes on the Convention discussions and a student representing Washington presides. The rest of the class is divided into groups of delegates from the different states and various sections, such as a group representing the New England merchants, another group representing the Southern slave-holders, and another group depicting the farmers of the Middle Atlantic

States. Each group presents its diverse plans and gradually compromises are developed. The students gain a greater appreciation of the basic law of our land when they realize the struggle and obstacles that had to be overcome to secure the drafting of the Constitution. (Secondary)

Student Council Procedures

On the day preceding a council meeting the president, vice-president, and secretary, with the faculty advisor, discuss briefly the high points of the forthcoming meeting. This includes important announcements, items of unfinished business, the names of visitors whom the president will introduce, and their purpose in attending the meeting. On the morning of the meeting the president announces over the public address system the time and place of the meeting and invites each of the councilmen to bring one visitor. Visitors are invited from a different grade each week. Since seats and desks are movable, a committee arranges a seating plan that is conducive to discussion. Seats are usually placed around a circular table with the president presiding.

Regular fifty-minute meetings are conducted by the president and are held weekly. Parliamentary procedure is used. School problems are discussed freely. Often committees are appointed to investigate matters for which more time is required. These committees report findings and recommendations at the next regular meeting. Important matters are not acted upon by the council until representatives have had an opportunity for discussion in home rooms. Each council representative keeps a notebook on proceedings. Council officers are elected in the following manner. A nominating committee consisting of three councilmen-at-large, one officer, the school principal, and the faculty sponsor prepare a slate of officers prior to the last meeting in June at which time nominations from the floor are in order. A formal election follows. Officers serve for a one-year term.

(Secondary)

Citizens Keep Informed

The students are made to feel that a citizen's job in a democracy does not end with election day. After citizens have voted for their representatives, it is the job of citizens to watch to see that their representatives sponsor the kind of measures that the citizens back home wish. During the year the students in one American history class followed the brief column in the New York Times entitled "The Day in Congress." They were able to follow the bills that were being introduced and debated. If students felt strongly one way or another about any bill, they notified their representatives in the

House and Senate through personal letters or post cards. They also watched the voting record of their representatives to see if they had voted the way the students preferred or whether they had neglected to vote on an issue. This practice develops an alert, vigilant citizen for our representative government.

(Secondary)

Knowledge is Tested by Action

Our school system instituted an adult election system for the high school students. Each October two complete slates of nominees for class officers and class representatives to the student council are chosen by the students. For one week a vigorous campaign is carried on by these candidates who utilize the school public address system as well as the usual electioneering stunts of posters, rallies, and soap box speech making. Before election day three voting machines are brought in and each student is given ample opportunity to learn how to vote and to split his ticket if desired. When the big day arrives the machines are set up, one for each class and each with its two slates of hopeful candidates. Two challengers are appointed by each class and then the student body flocks to the polls. At the end of the day the principal opens the machines in the presence of representatives of the classes and the final count is made.

(Secondary)

General Organization Functions

All citizens of the high school, students and faculty, are members of the General Organization. All the club presidents and the class presidents comprise the actual governing or directing body.

The G. O. is financially successful, thus giving the directors the opportunity of managing a solvent concern. Such services as the purchase of an electric organ for the auditorium and the landscaping of a court have been made possible by the careful management of G. O. funds, handled according to the plan suggested by the state for such school funds. The price of a G. O. ticket is kept within the means of the majority of the students. Admission to all athletic events and subscription to the school paper are given in full, with reduced rates for such other school activities as the senior play, the year book, and the Greek Games. The G. O. sells articles which will not compete with the village stores, but which the children wish to buy, such as the school song, pennants, review books, and outline maps.

Each home room has a representative who is given the responsibility for various school matters such as the sale of bonds and stamps. Representatives are instructed in their duties by the older members of the G. O. who have

worked out plans for such matters. The sale of bonds and stamps goes on all the time, with special emphasis at the times of special drives. Home room representatives manage the collection of clothes for the needy, collection for the National War Fund, the March of Dimes, and other such matters. By an ever-growing skill in such things, by a little friendly rivalry, but with no inter-room competition, all those collections have been put over the top with marked success.

The G. O. sponsored Can Dances for the Salvation Army. Good music was furnished either through the school dance band or through records; admission consisted of the donation of a can of food; the result was a good time and a worthy collection. This past fall a magazine subscription drive was carried out by the G. O. to secure a war memorial. The P. T. A. has sponsored a series of Friday night dances at the school and the G. O. has assisted these in many ways. One year the G. O. conducted the school scrap-drive. This year one of the clubs took over this duty. As soon as the G. O. finds a club or school group willing to undertake an activity it may have suggested, it turns that business over immediately. Thus it serves to some extent as a coordinating body.

The activities which the officers of the General Organization undertake in the fall are based on suggestions carefully made and written in their record book the preceding spring by the students who know best the most immediate needs of the school. *(Secondary)*

Service Club

The service club, consisting of volunteer members from each home room, meets once weekly. The purpose of the group is to be of service to the individual students and to the school whenever possible and whenever needed.

Some of the activities for which the service club has been responsible include sponsoring afternoon dances and movies, holding pawn sales of lost articles, sending get-well cards to students who have been absent for an extended period of time, delivering books to students who have been absent for long illnesses, taking charge of Thanksgiving food baskets for needy families, Christmas boxes for soldiers, and receiving Red Cross contributions. *(General)*

Accounting for Dues

Class dues are collected by home room treasurers who report their collections to the class treasurer and have their receipt books audited by this individual. The names of the students who have paid dues are then put on a master collection sheet which must balance with the money turned in by

the class treasurer to the credit of this particular class. The recording of the dues from the master collection sheet to the individual student card in the student activity fund file is part of the procedure that is also conducted by the students.

(Secondary)

Discipline Committee

The discipline committee of five members is comprised of the president of each of the following: honor society, girls' athletic association, student council, junior class, and senior class. Cases brought up concern disagreements, hall deportment, deportment to and from school, in assembly, and in classroom. The cases of the accuser and the offender are written up. They are then presented to the discipline committee which decides whether the student is guilty. The committee recommends punishment. In cases of suspension the approval of the principal is needed. The faculty advisor remains entirely in the background. The purpose of this committee is to improve school discipline.

(Secondary)

III

CREATIVE PLANNING BY PUPILS

1. *Opportunities for discussion of society's present practices in the field of citizenship broaden civic knowledge.*
2. *The scientific evaluation of civic practices observed or discussed develops critical thinking.*
3. *Practice in inventing potential solutions to present problems fosters creative planning by pupils.*

Civic education is more than a study of political philosophies. It is the invention of possible solutions to present civic problems. Teachers have the obligation of providing pupils with practice in the scientific evaluation of society. A natural step beyond that is the encouragement of ideas that may prove to be the answers to some of society's inequalities and inconsistencies.

The civic problem most vital to the child is that of the educational system itself. Often the public proves a valuable source of ideas for the improvement of educational procedures. The pupil, even closer to these processes, should be encouraged to contribute ideas for betterment.

Under a teacher skilled in ethical guidance, pupils can develop a social consciousness and carry it to a point where the ideas are of future worth. Such pupils will have acquired poise from long practice and will possess the courage necessary to attempt social reforms.

Constructing a Model City

Our class spent much time in research and discussion to find out about city government, locations of homes, industries, schools, and amusements. The class decided to construct a city representing the best principles which they had discovered. Committees were set up to make plans and pictures. Then the city was constructed of clay and other classes were invited to the unveiling ceremonies. (Elementary)

Decorating the Library

Frequently during the year the librarian asks the children to decorate the library and to display any of their work which they think worthwhile and which will be of interest to the other classes. This practice gives the

children a feeling of being important members of the school and also gives them an opportunity to exercise their creative artistic ability.

(Elementary)

Safety Council

In each of our schools we have a safety council which holds joint meetings with the councils of all the schools several times a year. One of the latest activities of this inter-school council is the preparation of a safety movie designed to show children the safe way to work and play as good citizens, during school hours as well as after school hours. Once each year the safety council organizes a program of checking all the children's bicycles for safety and giving each child a safety riding test. *(Elementary)*

Building Worthwhile Attitudes

Our class has been on the lookout all year for items to share in class which fit under the title "Children in the News." This is not a single assignment so any opening exercise may find a child ready with a report. Many reports lead to discussions of social values. Opinions of students are sought. If a satisfactory solution to the problem cannot be agreed upon opinions outside of school are obtained. Many worthwhile attitudes are built. *(Elementary)*

Clean-up Campaign

Community living became a real life experience when members of our school took part in the town-wide Paul Bunyan campaign to clean up the debris left by the winter storms. Children were excused from class and became veritable Paul Bunyans, for within an hour the school ground became a model of neatness and set an example for the homes in the nearby neighborhood. The enthusiasm of the children for this project was so great that they formed neighborhood groups and aided in the clean-up about their own homes and in the surrounding community. *(General)*

Citizenship Improvement

In a home-room discussion, an eighth-grade class decided upon its own method for improving citizenship. After an enthusiastic discussion the following conclusions were reached: standards of citizenship may be based on politeness, conduct in class, helpfulness, remembering class supplies and assignments, and being in class promptly. A daily record of citizenship should be kept in every class. Those who have a perfect record for one month should have a citizenship card regardless of scholastic record.

Accordingly, a notebook was given to the president of the class who presented it at the end of each lesson to the teacher for that period. The teacher wrote a comment on class citizenship including names of those who had been outstanding either for good or poor citizenship. At the end of the month three members of the class received citizenship awards made on a home printing press by two boys in the class. *(Elementary)*

Students and Teachers Exchange Places

Though teachers attend, the students are the instructors of all classes during the annual Student Day. The students who are to be instructors are selected by a Board of Education, composed of representatives of the faculty and the Student Betterment Committee. Members of the student faculty are selected from recommended applicants from the tenth grade in this school system, which has a K6-4 organization plan. Before the selection of a student teacher a careful survey is made of his qualifications. Not only the teachers' jobs but those of principal, office staff, and custodian are assumed by the students. Student Day is not a day of fun and hilarity but a day that puts serious responsibility on those chosen for the school staff. It is a day of training in a life situation and is regarded as such at the school. *(General)*

Standards Set by Class

With the teacher's guidance every class has set its own standards that make for congenial living in the classroom. When children help to make and understand the rules, and at times break one of them, they learn that they are disciplining themselves and that the teacher as a person is not the cause of student misbehavior. Thus there is never resentment or rebellion against the adult. *(General)*

Student Council Research Committee

The student research committee is set up for the purpose of investigating the functioning of the student council and studying the method and procedures used by other schools. This committee recommends changes and improvements in the workings of the student council. It meets once each week after school. Research problems are assigned by the executive committee of the student council, sometimes by the superintendent, and occasionally by other members of the faculty. All assignments are first approved by the executive committee. The students write to other schools asking for information about how problems are handled. Questionnaires

relating to the problems help to survey the attitudes of the student body. It usually takes a semester, sometimes a whole year, to develop a satisfactory solution to a problem. When the committee is ready, it reports to the executive committee and later to the student council. The council votes on the recommendations which the research committee has made. Finally the report, along with recommendations of the council, is submitted to the principal for approval.

(*Secondary*)

Presenting Civic Viewpoints

The Optimist Club in town invited high school boys to speak at their meeting. The boys were asked to present their views on the opportunities and obstacles they encounter in everyday life in their city. They gave five minute talks on the subject. To help prepare them the boys held class discussions so that different viewpoints and reactions might be presented.

(*Secondary*)

Debating Vivisection

The city newspaper asked the opinion of the people on vivisection. Their ideas were to be sent to our nation's capital. The sixth grade arranged for a debate on the subject of dissecting live animals for scientific study. The debate took place before the student body in the auditorium. Our own student body voted in favor of vivisection, deciding that from it much good results to the human race.

(*General*)

Social Planning

Six intelligent but mischievous boys were challenged to work out a scheme for a World Order. These boys are good economic and history students. They are not athletically inclined, but they are braintrusters. They studied. They read. They wrote. They added and subtracted. They argued among themselves about their original ideas. They consulted with their parents, their teachers, and their neighbors. They even wrote to higher authorities about certain aspects of international law. Finally, from a simple thing, they got into the very complex problem which included such things as abolition of tariffs, realignment of national boundaries in Europe, the Labor Organization, and an International Economic Council for the enforcement of economic sanctions. These boys finally put their ideas on a record. Script for this had to be written. The right words had to be chosen to convey the right meaning and still not exceed the record's size. These

records were played before the history classes, after which the students in the classroom blasted away with questions which had to be answered. The boys had to be consistent; they had to defend their position; they had to be convincing. Finally, they presented their ideas to a regular meeting of the P. T. A. (Secondary)

A Bill of Duties

For several years our schools have carried on interesting citizenship projects. One of the most effective plans used was the writing of a Bill of Duties by the pupils of all the schools from grades one through twelve. The final code is a result of a city-wide project in which every pupil in the city had a part. The code below was agreed upon by the schools and copies of the same have been framed and placed in every class room in the city. (Secondary)

A BILL OF DUTIES

It is my duty as a good citizen:

- * To be honest, fair, kind, and cooperative with people everywhere.
- * To show respect for those in authority and to obey cheerfully the laws of our land.
- * To keep healthy and to practice safety rules at all times.
- * To respect both public and private property.
- * To worship God, to attend my church, and to respect the religious beliefs of others.
- * To be thrifty in the use of time, money, and materials.
- * To be dependable and to have the courage to do what is right.
- * To do my best to get a good education.
- * To be clean in thought, word, and deed.
- * To be loyal to my country.

(Prepared by the boys and girls of the Youngstown, Ohio, Public Schools—1945, and used by permission of the Youngstown, Ohio, Public Schools, Paul C. Bunn, Superintendent.)

Measuring School Spirit

The students and teachers planning together invented the Spiritometer to measure school spirit. In this particular instance the device was used to promote the sale of season basketball tickets. Grades seven through twelve were represented by spiritometers on a large chart displayed in the foyer of the school. As a grade reported ticket sales, the results were immediately transferred to the Spiritometer. This competitive element appeals to the students. The technique can be used to foster any drives or movements and need not be confined to money matters. The same purpose may be achieved on a cooperative basis when the individual efforts and reports of different classes are combined to form a single

reading on one Spiritometer. A Spiritometer of this type lessens the competitive spirit which produces unity of action in the entire school.

(Secondary)

Judging Good Advertising

In discussing radio in general, pupils questioned the validity of radio advertising. The result of this discussion was an extensive study of consumer products. Pupils learned to judge good and poor advertising and products. They learned where products came from and what ingredients were used in their manufacture. A radio program based on their new knowledge was prepared and shared with an adult audience.

(General)

Student Creed

A committee of the student council prepared the following student creed which the council adopted:

As a student of theschool, I believe that the reputation of the school and my self-respect as a member of the student body depend upon my attitude and behavior. I shall attempt at all times:

To exhibit good manners, good speech, good sportsmanship, and friendliness toward all.

To strive for high scholastic standing and to support school activities to the best of my ability.

To honor, respect, and cooperate with my school, my teachers, my fellow students, and my community.

Therefore, may the experience of my four years at the.....school be always an inspiration for better citizenship.

(Secondary)

Leadership Development

The public speaking class changed the old assembly policy of having the student government president lead each assembly throughout the year. The class felt that more students should have the opportunity of benefiting from this appearance in public. Now each week a student volunteers to lead assemblies. In this way approximately forty students are given an opportunity for leadership.

(Secondary)

IV

DEALING WITH LIVE PROBLEMS THROUGH DISCUSSION TECHNIQUES

1. *The use of classroom discussion techniques assists in the identification of live problems.*
2. *Discussion of the problem helps to stimulate thinking.*
3. *Discussion aids the development of skill in the analysis of issues, fosters respect for the opinions of others, and assists in the recognition of propaganda and falsehood.*

The discussion technique is a useful device in citizenship training. It stimulates thinking about live issues. It develops skill in identifying problems, in analysis, criticism, and understanding. It promotes an exchange of views, and a decent respect for the opinions of others. It demands participation. It assists in the recognition of propaganda and falsehood. It develops the ability to think through a problem, and to act upon the decision that has been made. It is a technique that is used daily by persons in all walks of life. It is the chief way by which we learn what others are thinking.

Because in a democratic country like our own the people rule, there is need for alert, intelligent citizens who are aware of, and interested in, the political, economic and social problems of the day. There is need for men and women who are prepared to make decisions upon important public questions, and to vote intelligently for candidates for public office.

Practice in discussion trains people in the art of thinking, and makes for informed, intelligent citizens who will insist upon taking effective action to meet the great problems of our time. This method usually results in a group idea better than what any one member of the group could evolve.

Training in Behavior

Our kindergarten has movable desks and chairs. We often put our desks in a circle where everyone can see the others and discuss problems and their solutions. One problem discussed was learning to hold the door open for those following us. After an extensive discussion, we came to the conclusion that one child should never hold the door open for the whole class. We decided that each member should hold it until the one

behind him had hold of the door. In this way it would become an established habit.

(Elementary)

Good School Manners

The first-grade group has recognized the need for good school manners. We have built good school manners through group discussion. Each child is making an illustrated book on good manners. This book will be used as a resource for an assembly program at which time the children will dramatize each of the good manners discussed.

(Elementary)

Better Manners Club

A "Have Better Manners Club" has been organized and the officers elected serve one month. Children in club meetings discuss particular manners to be improved. Signs are made. Little plays are written and given to the other groups. Parties are held to practice various desirable manners. An assembly program has been given by the children.

(Elementary)

Class Discussion on Good Citizenship

All classes in the school have their own class organization in which the daily problems of group living are discussed. Common topics for discussion are how we can be more friendly to new people, how we can be more courteous to shop-keepers in town, how we can make the school flower garden more attractive, and how we can share our playground equipment. Through discussing these topics, the children learn the importance of living happily with others.

(Elementary)

Improving Cafeteria Manners

Due to a need for reorganization of lunch room procedure, two parents, the Director of Health and Safety Education, representatives from each class, and three teachers met with the principal to discuss the problem and to formulate plans for improving the situation. A system of hosts and hostesses was organized to correct table manners, improve sloppy eating habits, see that refuse was properly disposed of, and tend to other minor cafeteria duties. It was decided that the children should select their own hosts and hostesses each week, so that every child would get a chance to serve before any one child was chosen to serve for the second time.

This action advanced a step beyond class or even large-group discussion. The students were made to feel that their opinions were valuable. They

went into the adult world, working with adults, not just under their guidance. Although this was an experimental movement, plans were formulated and approved and a better lunch room procedure was evolved. (*Elementary*)

Organizing A Campaign

A third grade had charge of the collections for the March of Dimes in the elementary school. Growth in thinking ability was apparent. To organize the campaign the pupils analyzed the situation and listed things they might do. They found how many children were in the school and, on the basis of an expected dime contribution from each, worked out the school quota. They collected dimes each day and estimated how many new folders they would need for the next day. They chose what they considered their best argument, so they could make an announcement over the public address system. Every phase of the campaign called for analysis, organization and problem-solving. The success of this project is shown by the fact that they exceeded their quota and handled all records and information correctly. (*Elementary*)

Discussion Leads to Action

Students of the junior high school decided they wanted a social club with activities similar to those provided by the Town Board of Recreation for senior high school students. With the help of two mothers, a committee from the classes called a meeting of the religious and educational leaders of the community. The boys and girls presented their ideas. After an evening of lively discussion it was decided to bring the matter before the P.T.A. After discussion by this group a committee was appointed to approach the board of recreation regarding the establishing of a junior social club. The Board of Recreation was delighted to cooperate. As a result a junior social club was established. (*General*)

Discussion Fosters Responsibility

When one of the boys in our class began to have a reputation for being troublesome, the teacher arranged a discussion to include him and those children who had suffered because of him. The children asked him, "Why do you do this?" and told him he was giving the class a bad name. Since the teacher wanted the boy to realize that his relationship to the group was more important and that his conduct involved more than just his relationship with her, she stepped out of the discussion at that point. As a result of the discussion, he made some promises to the others and his behavior improved. (*Elementary*)

Students Interview Strikers

The strike situation became a live issue to sixth-graders when a local strike started in the community. The children interviewed the strikers, asked why they were striking, and how they were being paid. They then turned their attention to the larger strikes in the country. They arranged newspaper clippings about strike issues on the bulletin board and kept the clippings up to date. Words such as labor, capital, labor unions, and arbitration became a part of their vocabulary. They discussed the issues at home and voiced their opinions freely, often taking opposite sides in debating with their parents. Above all, they learned how to look at both sides of any strike issue.

(General)

Pupils Develop Initiative

In a social studies class, each day a different pupil acts as chairman, guiding the class in giving and discussing news of the day. Following this the chairman introduces a challenging question to the class for frank and open discussion. The question is not known in advance, so pupils cannot give opinions voiced by others, but are obliged to think for themselves.

(General)

Bulletin Board Utilization

The bulletin board is used to create problem awareness. Groups studying a problem bring in clippings for display. Students coming across interesting books or articles on problems type them on cards and post them. Committees are assigned to be on the lookout for special problems as they appear in the papers. One group keeps the class posted on community meetings and forums which can be attended. Students who can draw visualize problems in cartoon or picture fashion.

(General)

Roundtable on Democracy

To bring about a better understanding of democracy on the part of ninth-grade pupils and to provide an interesting program, we decided on a roundtable discussion, based on such questions as "What does democracy mean to you?" "Where did you get your ideals about democracy?" We began with a brief introduction to the topic, then showed a ten minute filmstrip on totalitarianism. This was followed by a short discussion of the film in preparation for our forum. For this, we moved into a conference room, with tables and chairs instead of the usual desks.

The entire forum, lasting about 45 minutes, and carried on as professionally as we knew how, was reproduced on a tape recording machine.

The tape was later edited and cut so that it could be used as a public service feature on the radio. The pupils enjoyed the project immensely and have asked to repeat it. Many citizens in the community have commented favorably on this radio broadcast. Our school has a radio program every Saturday morning; often the theme of a broadcast centers on the topic of "Education for Citizenship." (General)

Attitudes Questionnaire

Problems cannot be solved by ignoring them. Our social studies classes discuss pertinent national problems, particularly in their human relations aspects, and the students are asked to put themselves on record as liking or disliking certain groups or organizations in our national life. On the basis of responses to an attitudes questionnaire (which is not signed) an analysis is made of unfavorable attitudes which are prevalent. The next step is to present anthropological facts and provoke class discussion. Questionnaires are handed out again at the end of the study to determine if there has been a change of attitude. (General)

Personalizing Citizenship

"Good Americans" was a topic of study and discussion. Discussions were held on the qualities of a good American. Essays on these qualities were written. Posters were made illustrating these qualities. An appropriate sentence or two accompanied each poster. Then the children wrote essays on how they personally might be better Americans. After all the preceding discussions and writings it was found this personal touch was very frank and to the point. The posters they made on this phase were hung around the room and were a great influence on the children's general attitude and conduct. (General)

Student Chairman Guides Discussion

Students gather together problems of our culture for research and study. Each student interviews someone who knew conditions a generation ago. They look about the community to observe problems. They seek out the problems in their personal lives. They see films depicting recent changes in our way of living. From all these they list hundreds of problems. From this list the students choose for study those problems from which they would derive the most benefit. Five or six people work on each problem. Each group defines a problem and sets up a purpose. By questions and suggestions it is decided what individual areas need study. They allot these areas for individual research. The students get together as a group

EDUCATION FOR CITIZENSHIP

and set up possible solutions. They discuss the solution. They decide on, discuss, and write up their final solution in a report.

Each group selects its own chairman when the group reports to the Problems of Democracy class. Parliamentary procedure is observed. In the discussion following the presentation of a problem by a small group, each pupil makes judgments, draws conclusions, gets new ideas, listens more carefully because he is getting ready to speak, respects others' ideas, gains satisfaction as his ideas are accepted, and is held responsible for his statements. Tables are arranged so that every pupil can see every one else. The informal atmosphere encourages all to contribute, thereby developing poise and social maturity. The teacher sits among the students and speaks only occasionally, to offer guidance. (Secondary)

County Forum Instituted by Students

Students of eight schools in our county have held meetings to arrange Town Meeting programs to discuss issues of vital significance to their groups. Programs are given in assemblies after the topics chosen have been discussed in social studies classes in all schools. Schools have been paired off and reciprocal assembly programs are held. Two students from each of the paired schools take part in the Town Meeting with the host school supplying a student moderator. Questions are solicited from the student audiences at the conclusion of the formal presentations.

These forum discussions not only include important public affairs of the nations and the world; they also include subjects which are immediately vital to the students. The faculty and principal receive recommendations sympathetically. This does not mean that the authorities are careless or superficial. They are able to demonstrate to the pupils their sympathetic reception of all proposals, but they also show that all proposals need careful and critical deliberation. Not just the chosen representatives but all students gain in critical understanding from this responsible participation, since all share in deliberations, either in home-room, in social studies classes, in English classes, or in the assembly forums. (Secondary)

Students Discuss American Heritage and Unesco

At a district-wide youth forum sponsored by the Community League of Schools students discussed the topic, "How students may improve their understanding of the American heritage." In another youth forum which was broadcast by the local radio station and sponsored by a local newspaper, six senior high school students discussed the topic, "Does UNESCO

point the cultural path to peace?" The youth agreed that it should be the job of all of us to support UNESCO so that it can act as the agency to break those social tensions that cause wars. "Does democracy offer the best hope for mankind?" was another topic that a students' youth forum discussed before the public. (Secondary)

Students Help Clean Up Comics

The topic at a junior high school youth forum was, "Do Comics Influence Children?" A panel of six junior high school students carried on a discussion of this topic before an assembly audience of school youngsters, teachers, and parents. The students agreed that comics which portray historical events were helpful and that publishers and parents should meet to discuss what to take out of comics and what to put into them. They also agreed there was no harm in reading about the adventures of Donald Duck or other funny characters, but that comics were largely harmful and that crime was over-emphasized.

As a result of this forum, a citizen's comic book committee designed a program to eliminate the more garish of this brand of literature from the reading fare of the community's younger set. The high school students, under their teacher's guidance, have been called in as consulting experts in the war on trashy-type comic books. The students have been asked to evaluate the committee's proposed set of standards for judging the quality of the book. The standards have helped to improve the quality of the students' reading and include the following:

1. *Comic books should entertain, interest, educate, excite and stimulate in a wholesome manner.*
2. *They should show respect for moral law; for religious, racial, and national groups; and should emphasize the principles of United States democracy.*
3. *Characters should be such that if imitated by their readers, they would contribute to the general welfare.*
4. *Crime, criminals and gore should not be made attractive; police and law should be.* (General)

Seminars in American Problems

A recent cooperative survey study recommends that a course with credit covering American Problems be set up in the twelfth year for the most interested students, and that this course should replace the present require-

ment anent American problems. The report states that this course should be set up in the form of a seminar in which original research and discussion could be carried on with a view to bringing the best judgment and light on the problems that the students and their faculty sponsors could provide leading to active participation in world affairs. It is recommended that this seminar group be set up with at least two instructors as their sponsors, so that a wide range of interest and competence is provided for the group. These instructors would not only coordinate the activities of the group itself but would assist in coordinating all activities of the school-wide experience.

(*Secondary*)

Improving Human Relations

Following the showing in an assembly program of a film on discrimination against minority groups, the students heard talks by four students and three men teachers, each of a different faith, and a highly respected Negro member of the local police force. Each spoke briefly but very much to the point on the viewpoints of his respective group. Remarks afterwards proved that attitudes of tolerance toward minority groups gained support as a result of these discussions.

(*Secondary*)

Public Opinion

Pupils are offered a course in public opinion as an alternative to the conventional senior English course. This course aims to analyze and evaluate the methods and techniques by which various agencies, especially the newspapers and radio, mold and influence public opinion. Polls, propaganda, pressure groups, and lobbies are studied. This course has helped the students to realize that in this country we are privileged to discuss pros and cons without fear. They learn, too, how public opinion is molded by discussion of such controversial issues as the Labor Relations Bill, the European Recovery Plan, and problems regarding China, Israel, and the United Nations.

(*Secondary*)

V

COOPERATIVE GROUP ACTION

1. *Pupils solve problems of living together through cooperative thought and action.*
2. *Cooperative learning helps to establish rapport.*
3. *Cooperative learning extends beyond the classroom.*

It is the function of the school to provide opportunities for students in the areas of social relationships, health, safety, recreation, and exploration of community resources to locate problems and solve them cooperatively. Each individual must be given the opportunity to develop himself to the fullest extent, but with the best interests of the group always in mind. No better opportunity can be afforded for self-fulfillment than within the social setting of cooperative group action. In such a setting the interests, aptitudes, skills, and needs of each individual are taken into account; contributions are solicited and expected from all; opportunities for leadership and "followership" are developed.

Only by consistent practice in such working relationships will individuals acquire a social conscience and a feeling of responsibility for becoming efficient in solving group problems. When the life of the school is closely linked with the life of the community, graduating students will easily and naturally take their places in community improvement.

At least six devices for the practice of group action in school may be identified in the illustrations below.

1. Pupils study governmental bodies both in the community and in the school, to gain an understanding of the status of government and the extent to which they find democratic procedures operating.
2. They make a formal study of the devices which have proved successful in group thinking and action—the use of library and research techniques, the methods of forming group reports.
3. They prepare and publish booklets and other written or visual materials.
4. They organize clubs about various special interests, including the organization of a class as a club.
5. They organize service clubs which give help to individual pupils, to the whole school, or to the community.
6. They use play activities which simulate situations outside the school.

Kindergarten Entertains

Our kindergarten planned an informal get-together in the spring to welcome the new pupils who were to enter kindergarten the next fall. An invitation, composed by the present kindergarten class, was sent to each child and his mother. Committees were selected to take care of refreshments and to entertain. Part of the entertainment included the showing of teacher-made slides and a teacher-made recording of the story of Little Black Sambo. We feel that this informal get-together enabled the child and his parents to become acquainted with the kindergarten room and its various activities. It has also afforded the new pupil an opportunity to become better acquainted with his new teacher, thereby eliminating some of the familiar first day blues.

(Elementary)

Playhouse Adds Realism

One of our most interesting and worthwhile kindergarten activities each year is the setting up of our playhouse and the dramatization of real home and community life situations. The playhouse is a three-room structure made of sheets of prefabricated material which are strengthened with strips of plywood at the top, bottom, and ends. It has two windows and a door large enough for the children to enter. Committees of children assist the janitors in putting up the house. Other committees take charge of the moving in and the placing of the furniture. Through group discussion, the children plan the landscaping, the flower boxes, and the garden. Rules and regulations governing safety and behavior are set up and the children are made to feel that the playhouse is for everyone to enjoy. Soon, there is a growing realization that the whole group benefits through the help of each child. There is also a growing ability to participate on the part of the shy children, each of whom learns to find pleasure in the companionship of the rest of the group.

The children learn at play about food and the need for our community helpers. The wagon brings the groceries the mother ordered over the toy telephone. The postman walks by with the bag of letters. The milkman brings milk and the baker brings cookies and cakes. The play period never is complete without the action of the fireman and the policeman.

It would be impossible to list all the learnings derived from such activity. There is a noticeable improvement in speech and vocabulary. Children are more orderly and take more responsibility both at home and at school. Courtesy takes on a new meaning and there is a growing respect for those in authority and for those whose help is necessary in our way of life.

(Elementary)

Regulations Prepared by Pupils

The pupils were under the impression that there were too many rules for school living and that those rules were being imposed upon them. It was decided that some plan should be made whereby the boys and girls would be able to write their own set of regulations. The fifth and sixth grades combined to discuss the plan. Since the fifth and sixth-graders were older and had been living together in school for a longer period of time than the other children, it was decided that they should write the regulations with the idea that the other children could approve or reject them.

It took three meetings of the fifth and sixth grade to decide upon what they considered a fair set of rules for everyone. These rules were mimeographed and the other members of the school were able to look them over and discuss them in meetings. They were approved and adopted. An interesting fact is that these rules were practically the same as those that had been previously used, but the feeling that they were being imposed upon the youngsters disappeared when they were able to make their own regulations. (Elementary)

Understanding Local Government

The full aim of the following practice was to help the pupil understand himself and his community, to give him social competence through knowledge, pride, and civic group activity comparable to a life situation. Student civic groups representing the government, education, church, business representation, real estate, health department, safety department and historic and cultural places of interest were organized to represent "Our Town of Tomorrow." These committees organized complete units of work on their pupil-assigned activities. Information was secured through pupil visitations to civic departments, through books and newspapers. Every Friday for a period of three months the activity hour was used by one of the groups to report and chart its findings. Some problems discussed were: What does your tax dollar buy in education, in health, in protection and in good government? The culmination was a combined meeting of all groups where it was proposed that they paint "Our Town of Tomorrow."

The poster consisted of a church, a school and a home because the children concluded that these were the greatest contributing factors in a good community. The solidarity of this type of group planning, the care, pride and artistry displayed are all symbols of a widened civic consciousness and of an emotionally stable child. (Elementary)

Assembly Conduct Improved

At the first assembly of the year the principal challenged the student council to improve assembly conduct. After a discussion of the topic by the entire student council a committee was formed to work on the problem. This committee decided to make a booklet on assembly conduct, a copy of which would be handed to each student. The resulting mimeographed booklet was an ABC of assembly conduct, called "Attitude, Behavior, and Conduct in Assembly." The major portion of the booklet is devoted to a Rogues' Gallery of the typical misbehaviors in assembly programs. A caricature of each type of misbehavior gives the booklet a lively artistic appearance. The final page invited the reader to become a part of the cooperative movement to improve assembly conduct through the development of a good attitude. The following are a few of the characters depicted in the booklet, with the verses that appeared under their portraits:

Sam Slump. "Please don't sit or stand in a slump. Don't look like a camel with his hump."

Gabby Guffaw. "Goodness such a silly boy. To laugh and giggle is his joy."

Little Roy Boo. "Why must this boy make people so blue? By shouting and screaming and booing, too."

Bobbie Babble. "He always is squawking when others are talking."

Slimy Sam, Chewy Charlie, and Cris "are boys who like to chew. If this keeps up long, their teeth will be few."

Tommy Torment. "Annoyances and Trouble are his aim. Tommy Torment is the name."
(Junior High)

Safety Court Established

Most of the children in our school are transported by bus and stay for lunch. The children are able to use the facilities of the public library and boys' club during the lunch hour. Transporting children to and from school grounds during the noon hour creates many problems, particularly in a small town on a busy highway where street crossings are not patrolled by a policeman. The older children in the school are given the opportunity of discussing our problems and making suggestions for their solution. This year the eighth grade asked to organize a safety patrol. Everyone in the class became a member and the members elected leaders. The members were to serve as leaders on the buses and at the bus stops in their neighborhoods. They assumed responsibility for seeing that two of their members were at the street crossing which the children had to use in going to and

from the library during the noon hour and after school each day. They also assigned one of their group to assist the children in crossing the street in front of the boys' club each day at dismissal hour.

The leaders of the patrol were concerned about the number of times safety rules were violated by all the children. After several committee meetings, plans were made for helping the children become aware of safety rules and for making the school and community a safer place for all. The leaders felt a need for some way to enforce safety rules so they planned a safety court. The group visited all the classrooms and talked to all the children about their plans. Court officials were elected. The court officials received an invitation to attend a mock court which a class in a nearby university was holding in the county court house. This gave the boys and girls an opportunity to see court procedure and helped them in the organization of their safety court. (General)

Techniques of Working Together

In the average class in junior high school there are always some pupils who are too shy to express their ideas before the group. They are usually hesitant about sharing their experiences in both oral and written compositions. The class divided into groups, each with its own chairman and secretary. Each group planned a composition, every pupil offering ideas for acceptance or rejection by the small group. The bashful ones lost some of their fear with this chance to contribute in a smaller or less formal group. All of this made a fine preliminary for a bigger project which came later in the year when the class decided to write to the school's adopted Dutch boy. Again small groups banded together and each collected information about some phase of life in the village or school. Each group wrote a composition based on its findings which was later incorporated into the final letter. (General)

The Individual and the Group

To aid students in understanding their obligations and responsibilities, the following relationships and techniques of group work have been designed by a class which has been using the group procedure. The committee member pledges himself to work for the benefit of the group. After honest and thoughtful investigation he must present his findings, which have been well organized, to the group. In committee meetings he must stick to the point, talking only about related subjects. He serves on the committee with sympathetic understanding toward other members whose points of view may be contrary to his own; should he try to sway them

to his point of view, he must use facts and not heated arguments. He must be able to compromise if necessary when the final draft of the report is being prepared.

(General)

Community Improvement

Buildings were discussed in class in order to observe the child's background of knowledge on architecture. Photographs of beautiful architecture in America and Europe were exhibited to the group. Likenesses and differences in appearance and uses and adaptability of buildings were discussed. Each student selected a public building for investigation based upon interest in the structure of the building. Questions arose as to the setting of these buildings in our villages, and necessary changes of conditions in interiors and exteriors of buildings were discussed. Information was sought by students from the village postmaster, mayor, and other officials. The methods used for approaching these people were interesting. The students outlined questions regarding information they wished to obtain from the town officials. After these interviews the students made sketches of the buildings as they would like to see them. Sketches of municipal buildings indicating improvements were noted by large scale drawings and smaller sketches grouped about the large scale drawings noted detailed improvements necessary for changes in the exterior and interior of the buildings.

(General)

Service on an International Level

A group of students studying foreign languages wanted to do something definite and take a personal part in the European Recovery Plan. They wrote to a French newspaper asking for the name of a school that needed help. Committees worked together to adopt a little French school in Normandy. They learned that the school building had been completely demolished in the recent war. Contributions were brought every month, consisting of food, chocolate, school supplies and clothing. These were sent along with letters of friendship and encouragement. Last summer a faculty member, going to France, was urged by students to visit this school and ascertain the actual needs of these children. This she did and also took pictures. Later, the sixth grade, while they were studying France, asked what they could do to help. The high school French teacher, who had visited the French school, told them about the little school, showed them the pictures and told them what the high school was doing. They, too, wanted to join in helping. They worked together with the high school students in groups, contributing food, toys, and clothing, packing, weighing,

and mailing packages. Letters were written and replies in French were received. The high school students translated these for the sixth-grade children. This project has brought about good coordination and fellowship not only between the French school and our students, but between the sixth grade and high school as well. It also is bringing encouragement and a deep feeling of gratitude and friendship to all those concerned. This activity has been in operation for three years. (General)

Assembly Principles

At a senior assembly devoted to group singing, the students became disorderly and were dismissed by the faculty members in charge. Students of a certain class were disturbed about the incident. Here was a problem that needed attention and that needed solving. Some members of the class volunteered to take this problem as extra work because they wanted to find the answer. They asked, "How can we improve our assembly programs so that no disorder will result?" Then they changed their purpose to "How can our assembly programs be improved for the benefit of the whole school?" They interviewed students and teachers. They talked to the director of assemblies and to the student committee in charge of programs. They came to final conclusions. Then came the action. They asked for and received permission to present their material to all the students and teachers assembled. A forum discussion was held. Views were interchanged among students and faculty. Recommendations were presented resulting in greater participation by students and teachers in preparing and enjoying programs. The assembly committee began to make more formal study of program principles and instead of haphazardly preparing assembly programs, planned programs resulted. (Secondary)

"Big Sisters" Help Entering Freshmen

Entering students in a large city high school are bewildered by numerous elevators, stairways, the location of their classrooms, science labs, music rooms, and gymnasiums. Some of these students are extremely timid about asking directions and often wander around aimlessly the first few days of the term. Having teachers line them up and escort them from place to place seemed too childish for a high school student and resembled foreign plans for regimentation. Some seniors received permission to try out their plan of forming a committee of older students, each one serving as a "Big Sister" to some entering class. For the first two or three weeks of the term, these older girls are available to aid the entering classes (as well as their official teachers) in answering the queries of the new students, by helping to copy program cards carefully, and by assisting in locating

rooms. Since our school is on a double session, the older students are on early time and the classes of the first two years are on afternoon time. The senior "Big Sisters" have not neglected their own classes to perform this service and the sacrifice of their free time in remaining after their session has been an enjoyable and rewarding service. (Secondary)

Courtesy Council

Discussion in a Hi-Y group led to the formation of a courtesy council made up of twelve leaders of outstanding organizations. This council initiated a courtesy program for the school and community. Movies were taken and shown, posters were made, programs presented in assemblies and in every room. Tags were distributed to all students, pencils were ordered with appropriate slogans. The cooperation of shopkeepers, the mayor, police, banks, and the theater was solicited, and the sound truck was used. Hundreds of posters were put in prominent places. Thousands of shopping bags were stamped by students and a handbook on courtesy was published. (Secondary)

Services in School and Community

A group of shop students discussed ways of being of service to the school and community. They met in groups, planned and organized a service club. Now the boys assist faculty members at assemblies, in the cafeteria, at school games and generally perform duties whenever and wherever their assistance is required. Their service is often required at community affairs. At their weekly meetings, they invite speakers from other towns who discuss community service with them. They have been recognized both by the school and community for their valuable service. The boys, through the performance of their duties, learn to cooperate and obtain a sense of accomplishment and satisfaction by being of service to others. (Secondary)

School Building Equipment Improved

During the immediate post-war years, industrial arts materials were very hard to procure. We had only enough supplies to keep a few boys busy. A ticket house was begun at the school athletic field but only half of the class could be accommodated there. The boys who remained in the shops suggested that they would like to paint the shops. The paint was obtained and the industrial arts students redecorated the shops. They did such a good job that the shops were show-places of the school. This activity gave the boys the feeling that the shops were theirs. Their appreciation of the shops and the equipment was shown by the fact that no tools were lost for the year and the machinery was always in working condition. (Secondary)

VI

USEFUL PRODUCTIVE ACTIVITIES

1. *Important productive activities are necessary in the development of citizens.*
2. *Constructive participation in productive activities helps to make good citizens.*
3. *Opportunities for productive activities should be provided in the school.*

Useful productive activity is a most important factor in the development of good citizenship. *Good citizens do things.* If the schools are to develop good citizens, opportunities for various worthwhile activities must be provided for all. Schools should provide innumerable opportunities for pupils to engage in activities which are useful. Some of these activities grow directly out of the classroom situation; others are a part of the extra-curricular program. Examples include the assumption of school-room housekeeping responsibilities, participation in school government, operating and maintaining classroom and school equipment, and various other functions that extend the scope of the school into the community.

Because productive activity is one of the most vital factors in training for citizenship, the school must be constantly discovering new ways to extend this part of its program. The possibility for the extension of productive activity will depend upon the resourcefulness of teachers as observers and guides of child growth in being alert to all of the possible services in school and community which children might perform.

Committee Membership For All

Every pupil in our school, from the youngest tot to the experienced sixth-grader, serves on a committee of some kind for the welfare of his school. The pupils elect their officers and plan their activities with a faculty member acting as counselor.

The committees include courtesy, safety, health, exhibits, news, cafeteria service, cafeteria beautification, halls, programs, playground, movies, and library. Each group meets once a week from 9:15 to 9:45 A.M. Throughout the school pupils have placed posters pertaining to the work of each committee, arranged programs, exhibits, bulletin boards, and made posters for special occasions. The children are learning the ways of democracy

by practicing them and quite often a committee assignment carries over into the community.

(*Elementary*)

Field Trips

A fifth-grade group is in the process of preparing a booklet on interesting places to visit on class field trips. When the booklet is completed it will contain a list of places, the name of the individual to contact, how to get to the place, important things to see, and other information valuable to the children and the teachers of the school as they plan their field trips. The children hope to have pictures of most of the places to paste in their books.

(*Elementary*)

Lunch Hour Programs

The elementary school council plans the lunch-hour programs for rainy days. The council has helped each classroom to organize a committee and collect games for use in the classroom on rainy days. The council has planned a number of all-school programs in the auditorium for lunch time. Quiz shows, amateur hours, story telling contests and musical entertainments are typical of the all-school lunch-hour programs conducted entirely by students.

(*Elementary*)

Lost and Found Management

A third-grade group is in charge of all lost and found articles. This group also organizes displays of lost articles and conducts campaigns to have children put name tags on their clothing.

(*Elementary*)

Library Project

Teacher and pupils together make the maintenance of the library center a cooperative project. Children exhibit pride when they share in such a project. Pride is essential in setting up and maintaining a good library center and in making it attractive for reading for enrichment and enjoyment. A committee of child librarians is appointed at the beginning of the school year. Each librarian is assigned to a definite section in the library for which he is responsible. Near the end of the library period the librarians go to their shelves and arrange all books properly and neatly. The duties are rotated so that each child in the class will have the experience of being a librarian and of learning how to arrange books alphabetically and according to the decimal system. At the same time other committees are at work. Some children look after the arrangement of tables and chairs, others arrange the magazines and encyclopedias, while

others look after the general appearance of the room. When we leave the library, it is in order and ready for use by the next class.

It is surprising to note how the children develop a personal interest and pride in the appearance and care of the library. They become quite critical of careless use of books. It is amazing, too, to discover how their resourcefulness in this work develops. The children are more independent in searching for books in the public libraries because the system used in our library is the same as the one used in public libraries. (*Elementary*)

Migrant Workers' Children

This spring the Junior Red Cross asked us to do something for the children whose parents had recently come to our community to help harvest our cranberry crops. The importance of these workers was explained to the children of the fourth grade who have charge of Junior Red Cross work. The boys and girls realized that the children of these workers could easily become delinquent with so much time on their hands. They were very happy to aid in the collection of scrap books, coloring books, picture books, used reading books in good condition, and new pieces of material suitable for making toy animals for the little children. The class decided to choose reporters to go to each grade to explain the migrant children's needs. The entire class worked on a speech for our reporters to give in each classroom. On the last day of the drive chairmen were chosen by the class to visit the classrooms and to collect the books and materials. The chairmen sorted, boxed, and counted the contributions before they were sent from the school.

In this particular week our children became acquainted with an economic problem of our community. They were delighted to share books and materials with the children because they wanted them to enjoy their spare time. The children gained practice in making a written report as well as in presenting a report. Needless to say, great interest was aroused in this civic project. (*Elementary*)

Community Needs

A member of the Community Social Service meets with the children to help them plan projects in which they aid such groups as the children's hospitals, welfare homes for children, playground centers, and the children's camp fund. In many cases the children have an opportunity to visit and help entertain such groups, as well as to contribute used toys and school supplies. (*Elementary*)

Bicycle Shed Needed

The children wanted a bicycle shed at school. They were told that the Board of Education could not afford to build one. Through the leadership of the school council the children sought the assistance of the P. T. A. which decided to publish a school cook book. Each child brought his favorite recipe which was written in manuscript writing, advertising was solicited in person and by letter, and hundreds of thank-you letters were written. Over \$3,000 was realized on the sale of the books. With a group of parents the children helped to draw up plans for the bicycle shed. Of course, the children were "johnny-on-the-spot" to supervise the building of the shed.

(Elementary)

Good News Book

To develop group-consciousness through successful group living, specific attitudes and desirable actions are established through "Our Good News Book." A classmate or the teacher may wish to report an observation of good citizenship. Such things as good sportsmanship or a neat desk may be reported and recorded in the book. This record is displayed for parents and all to see. It encourages children to make helpful contributions. When a child breaks a rule, the children assume the responsibility of helping to change the wrong attitude to a right one.

(Elementary)

Orphan Children Helped

The Penny Aid which was instituted many years ago to give assistance to poor students in the school has been transformed to aid orphans in Europe. The students have supported orphans in Europe through "Save the Children," an organization in New York City. Many home rooms have adopted an orphan at a cost of \$96 a year. Some of the smaller rooms combine on the adoption plan. Letters have been sent to these orphans by the students and answers have been received. This project has given our students first-hand information on conditions abroad and has developed worthwhile citizenship characteristics of helping others less fortunate than ourselves.

(General)

Visual Education Operators' Group

A sixth grade has charge of the visual education room; they feel responsible for both the equipment and general appearance of this room. The students inspect all equipment regularly, train teachers and students to operate the equipment, post and keep a record of all educational films shown, arrange film schedules, and file and distribute all school-owned

film strips. Two children have been selected by the class to give their final judgment as to whether a candidate is to be an operator of the movie projector, a light operator or a work-room foreman. Directions were worked out with the group after much trial and error. Each candidate must be able to follow successfully all directions for his office. Another member of the class follows through to see that all children used in these capacities were given credit. At class meetings and whenever necessary there is free discussion of good and weak points of the various operators. Children make appointments with others to learn how to carry on the duties to which they aspire. (Elementary)

Name Card Construction

At each P. T. A. meeting the members wear name cards. The sixth grade planned, cut, designed, and colored the cards for each P. T. A. meeting this year. Among the designs were small P. T. A. flags, Christmas trees, snow men, oak trees, daisy sprays, and pond lilies. The children enjoyed doing this work and were pleased with the letters of appreciation from the hospitality chairman of the P. T. A. This project provided an opportunity for service to both school and community. (Elementary)

Campus Pride

It was felt by the student council that something should be done to beautify the grounds around the school. Each student was asked to contribute five cents to the fund for shrubbery. When the money was collected, the student council committee in charge got the advice of the city's park department on what shrubs to buy and how to plant. The boys then dug the ditches and planted all the shrubs themselves. The grounds look greatly improved as a result of this project, and all the students feel a great deal of pride in what was accomplished. These students have learned some of the traits of good citizenship as a result of this project. This project was undertaken last spring, and now that spring has come again, the work of the students shows to full advantage. (General)

Foreign Correspondence

A group of school children filled Red Cross boxes for European children and included a letter in one box. An answer was received. Later a class member attended a lecture on conditions in Europe where the lecturer offered to give names of needy families. Due to interest already aroused by our letter to Holland, the group chose several Dutch families. Our group sent letters and boxes. Committees were appointed to learn what

was especially needed, to collect food and clothing, to earn money for mailing, and to pack and mail boxes. Letters were written in class. Months later answers came enclosing pictures, descriptions of homes, festivals, and family life. More letters were written in class and summer addresses given. Several of these children still keep up the friendships through correspondence. An older brother in one family, now in the Dutch Merchant Marines, has visited a home here. Succeeding groups also became so interested in the families and their letters that each group started its own correspondence, sent boxes at Christmas, and a layette for an expected baby. We have exchanged photographs and snapshots as well as book and postal cards showing pictures of our two countries. We send copies of our school newspaper regularly. We have in our present group an Estonian boy from Tartu who spoke not a word of English when he came. The children feel he is much like our Dutch friends. For our P. T. A. Open House we had an exhibit showing all these shared experiences. (General)

Student Council Sponsors Activities

Our junior high student council sponsors activities which coordinate contributions by pupils, the school, the parent, and the community. The council has sponsored two panel discussions with parents, teachers, and children participating. One topic dealt with the problems of the teen-age child, and the other topic covered home-work and study-hour needs. The council looks after the safety needs of the school and assists with fire drills. It helps when needed at P. T. A. meetings and takes charge of Junior Red Cross activities. A book fair as well as a hobby fair was held at different times of the year when children, parents and members of the community worked together for the success of all. Council sponsored student dances are well planned and attended, with parents assisting in the cloakroom and at the refreshment bar so as to allow pupils to enjoy this recreation. (General)

Cafeteria Courtesies

A representative student committee has worked out a pocket-size guide-book to good manners in the school lunchroom, entitled "Cafeteria Courtesies." The printing department of the high school has printed copies for all the students. The purpose of this guide-book is to help students enter into the spirit of mealtime by learning to eat all of the food served, to make the lunch period a pleasant and social occasion, to learn to behave courteously, and to practice the rules of table etiquette. The guide book suggests what the students are expected to do to get ready for lunch, while waiting in line, collecting the lunch, taking their places at the table, and

covers table etiquette, handling the table ware, social life at the table, and what to do when one finishes eating. As a result of the committee's efforts much improvement has been shown in table etiquette. (General)

Cafeteria Committees

The student government again comes to the fore in cafeteria management. The high school cafeteria manager uses a unique plan of student committee work. At the beginning of each term students volunteer their services. Their main incentive is that of receiving points toward their service records. Our cafeteria set-up is such that one-sixth of the student body eats while others are in study or in classes. The fourth, fifth, and sixth periods of the school day are lunch periods which are divided in half. Committees are appointed to represent each group. A teacher is in charge of each of these committees and chooses from his long list of volunteers eight students who are dependable, capable of leadership, and who have a real sense of responsibility. What more practical training in citizenship could be afforded? The committee members choose their own captain to whom they are directly responsible. Duties include watching cafeteria lines, seeing that tables and floors are kept clean, showing politeness and courtesy to frequent visitors, handling hall permits, and helping with the general order and routine work of the cafeteria. (Secondary)

Assembly and Crew Committees

An assembly committee appointed by the student council is responsible for the mechanics of all assembly programs as well as the responsibility of planning such programs. This committee sees to it that the proper number of chairs are on the platform, that the lights are operated as needed, the curtain pulled, and that sound effects are in order. This committee also meets guest speakers at the door, conducts them to the assembly, and sees that the chairman is well informed as to who the speaker is. After the program is over this committee writes the speaker a letter of appreciation on behalf of the school. In addition to this committee, there is a crew committee which works the lights, manipulates victrola and recording machines, and takes care of curtains, working very closely with the assembly committee.

Often programs are taken outside the school to local clubs and organizations. Both of these committees take charge of all equipment needed for such programs and certain students are delegated to accompany the group presenting such a program and to manipulate any needed equipment.

The committee is further responsible for seeing that everything is returned to the proper place at the conclusion of the program. (Secondary)

Bus and Citizenship Responsibilities

The school bus creates many problems involving the pupil, the school, the home, and the transportation company. The pupil is usually the center of such problems, therefore we have arranged for him to help in the prevention of trouble. The school bus committee is a school service organization and the chairman represents his committee on the school council. A member of the teaching staff is adviser to this organization. A general meeting of all bus pupils held in September helps to build the correct attitude toward their committee.

Monthly meetings of the committee and the teacher adviser are held to discuss problems and the proper method of handling them. Daily written reports are made by the chairman to the teacher adviser. When it is necessary there is a follow-up of the problems indicated on daily bus reports through conferences that involve the pupil, teacher, principal, and the parent. (General)

Game Rally

In organizing the bonfire rally for the big football game with a rival school, pupils contact the mayor, the town council, the owner on whose land the fire is built, and the fire department. They get permission to have the bonfire and learn how they must conduct themselves during this demonstration. The students learn civic responsibilities via direct experience. (Secondary)

Bus Fare Revised

When an increase in the local bus fare went into effect a delegation of high school students banded together to submit arguments to the city council and the utilities board requesting that the students be given a special bus rate. The utilities board in studying the case held one of the regular meetings at the school's studio theater to hear the students' protest that the higher bus rates should not apply to the school age youth during the school week. The students presented interesting arguments and facts derived from research, showing why the higher rates should not apply to them. The utility board, the city council, and the citizens were so impressed with the way the students presented their case that a special fare was granted to the youth. (Secondary)

VII

THE TEACHER AS OBSERVER AND GUIDE IN CIVIC DEVELOPMENT

1. *A good teacher guides student observation and experiences which help develop competent citizens.*
2. *A good teacher stimulates students toward the discovery of those facts that competent citizens need to know in our complex society.*
3. *A good teacher helps to organize effectively the education that will produce the type of citizens we need.*
4. *A good teacher is alert to the basic elements of personality which characterize each individual citizen in our social environment.*

The teacher should set a good example of citizenship by participating in community activities and in community living. This should include voting in all elections, obeying traffic regulations, participating in civic functions, and being a good community booster.

Every teacher should be well prepared to assume his own obligations as a citizen and also should understand how the school may serve as an agency for developing civic responsibility.

In teaching for citizenship the teacher should stress the advantages possessed by a government in which the people actively participate. The teacher should be able to analyze the needs of the community and attempt to help students to see where constructive work can be done. He also should be able to analyze both sides of an issue and help students to recognize that there are two sides in every controversy so that the students may discuss matters intelligently, with emphasis on knowing the facts before drawing conclusions.

Sharing with Five-year-olds

When my five-year-olds learned how much fun it was to share with others, notes were sent to their parents saying that we would welcome food suitable for sharing at playtime. We discussed the kind of food that would be best—such as apples, oranges, bananas, raisins, potato chips, celery, and raw carrots. The children assume the responsibility for passing out paper

towels, seeing that hands are washed, and for cleaning up. They learn something about the beginnings of number relationships, food values, wholesome food habits, good social relationships, and citizenship. Best of all they learn early to share with one another. (Elementary)

Playground Cooperation

There was a great need to direct the fighting spirit of a little six-year-old boy on the playground. This first-grade boy was a conscientious worker in the class room but became belligerent on the playground. The minute he got outside there was trouble. One day he asked if he could bring his roller skates to school. He was told by his teacher that with the approval of his mother he might do so. He had a very happy time. Soon another child brought his skates so he had companionship. In this way he was able to use his pent energy in a calmer way than in stormy fighting. Being the only child skating for a while gave him a feeling of independence which he had not had before. The child benefited by using his free time in good healthy exercise and to good advantage. (Elementary)

Activity Rating Card and the Cumulative Record

Student activity rating cards were drawn up and approved by a committee of teachers and pupils. The purpose of the cards is to raise the quality of work that the students volunteer to do. A rating committee within each club works with the sponsor in evaluating the contributions of each member. A card is kept in the office for each pupil and a committee of pupils does the recording. Upon graduation these cards are filed in the permanent record folder which is kept for each pupil. This folder includes any notes from teachers, record of parent conferences, and a planning card which includes subjects taken, grades received, names of teachers and recommendations. Teachers' recordings emphasize descriptions of positive behavior upon which knowledge and skills are built. This record is always available when the school is asked for a recommendation. (General)

Interest-development

Teachers try to build in youth enough interests within themselves so that when they grow older they make leisure time a satisfying complement of work. An individual must have a creative outlet of some kind to find satisfaction in life. If work does not provide the opportunity then his hobby may do so. It does not matter whether the student is creating with his hands or with his mind, but he must be able to give form to his ideas, to find self-expression. If he can become competent enough to achieve a result that is

pleasing to him, he will find inspiration in the doing. Consequently, education should include more than just the intellectual and vocational foundations of living; it should lay the ground work for leisure pursuits as well as for the development of a hobby interest. Part of the activity program of the school should offer such possibilities, and the student should be encouraged to develop latent interests, to talk about such interests and to enjoy them with others. (General)

Pupil Self-evaluation

When reports are being made out each pupil evaluates himself. Teachers and pupils discuss the report card to discover means for improvement in attitudes and marks. (General)

Education for the Slow Learner

The adjustment teacher plans programs for mentally retarded children, putting emphasis on attitudes, habits and practical knowledge which will build better citizenship rather than on a mere accumulation of academic information. (General)

Citizenship Training

If one cannot get along with his neighbors, with his school friends and classmates, then all the knowledge that he may gain will be of little help towards future happiness. That is the philosophy set forth in the primary room on the opening day of school.

We strive to achieve this goal of thoughtfulness and tolerance and ultimately good citizenship through constant daily practice. We try to say something kind about a person. If it is necessary to give negative criticism, the child is to tell the teacher privately. We all have our faults. We strive to overcome them. Many decisions as to choice of activities and stories are voted upon. The losers must learn to accept decisions graciously. Good manners, developed through positive criticism and constant checking are a must. Deeds of kindness and thoughtfulness are constantly being pointed out by the children. Fairness is quickly recognized and insisted upon. Contributing to welfare organizations and Junior Red Cross is part of being a good citizen.

The children, through helpers and committees, are responsible for the room, care of materials, and organizations of many activities. We know that decisions in our community and country are made by voters. On election day we vote in our second and third-grade rooms. We have learned also

that it is important to choose leaders who are wise, honest, and thoughtful of others.

(Elementary)

Report Cards and Citizenship

The practical citizenship program of the junior high schools presents many opportunities for training in civic experiences. Some of these are listed on the report card so that parents may know whether students are taking advantage of the chance to participate actively in school activities. There is no qualitative rating. This simple reporting method has served to increase parent and student interest in the training opportunities connected with civic service at the school. The following form is a part of the report to parents on which student committee service is checked.

Opportunities for Training and Experience

I. Membership on Committees Serving the School

Traffic_____	Stagecraft_____
Council_____	Secretarial_____
Library_____	Lunchroom_____
Welfare_____	Corridor_____
Lost and Found_____	Congress_____
Stage Lighting_____	Bus_____
Others_____	

II. Membership in Clubs, Class, or Home Room Organization:

(Junior High)

Halloween Unit—Respecting Property Rights

Early in October the principal called a meeting of teachers, urging them to plan a Halloween unit which would encourage a celebration that was constructive rather than destructive. Three guiding principles of instruction were set forth by the principal; the teachers were asked (1) to attempt to substitute harmless activities yielding as much fun as the harmful ones would yield; (2) to build up an inner control in place of the outer restraint which the children wish to throw off temporarily; and (3) to place emphasis on the ethics of various proposed ways of having a good time with special reference to the rights of others.

As a result of this meeting cooperative planning in all the classes by the pupils and teachers resulted in the pooling of ideas of what might be done at Halloween. Each child was given some time and assistance at school in working out his plan. The following activities which were selected by one

or more pupils show the range of the planning: a costume parade and the making of paper caps for use, making a ghost to carry, organizing a ghost band, making of jack-o-lanterns, preparing for the placing of a pocketbook on the street so that it can be snatched by means of a string just before the finder is able to pick it up, planning parties and contests, making a scrapbook of clever things to be done at Halloween, and working on a design to be used in the window picture-painting contest which the town merchants and the school jointly sponsor.

By the time Halloween arrived each child had two or three definite harmless activities planned. As a result of this careful planning none of the students came into contact with the legal authorities. The students appreciated the teachers' interest in their Halloween activities and keenly enjoyed recounting their experiences the day after. (General)

Worthy Hosts

The student council, at the suggestion of the teacher adviser, chose to discuss the problem of how to act as worthy hosts during a sixteen-team basketball tournament to be held at the local school. The council decided that a reception committee should be chosen to meet visitors, assign them to dressing rooms, and assist them in locating their lodging quarters. The council also decided that the question of courtesy to visitors should be discussed in all the class groups. The student representatives then called a meeting at an agreed time with the faculty adviser and principal and the question was discussed by these representatives with the various groups in school. During the discussion, suggestions from members of the groups were made concerning the way our school could do a good job of entertaining our visitors. One group suggested that dressing rooms and rest-rooms should be properly designated. Another group suggested that the gym should be decorated with appropriate school colors and reserved sections be designated for the cheer sections of the visiting school. Another proposed that invitations should be sent to the participating schools to bring their band, while still another suggested that meals should be served the various teams in the school cafeteria in order to assure good food, save time and provide a better opportunity to get acquainted. The council met for reports from the various representatives, and, after discussion, the following committees were appointed: a reception committee, a foods committee, a housing committee, a decoration committee, and an entertainment committee. The council decided that opportunity should be given those students who wished to invite the visiting team members as house guests during the tournament. The students were thrilled with the idea. The project gave the students training in the social graces.

They assumed the role of adult living and received the thrill that comes from social approval of a job well done. The entire school and community were made aware of accepted social standards. The project provided an opportunity for the students to develop objectives, to initiate procedures, to exercise individuality and personality, to work in cooperation with others to achieve a common goal, and to be good citizens and hosts. (*Secondary*)

Radio Commission

A teacher suggested that the student council sponsor a school radio commission to conduct a "Youth Speaks" program in which students from the high school would present and discuss information about basic problems of school and community life. The purpose is to develop the kind of high school program which brings students into direct contact with their own problems in school, in the locality and in the larger community of the country and the world, and to help them define goals and courses of action. (*Secondary*)

Homeroom Improvement Committee

The teacher encouraged the students in the homeroom to select a homeroom improvement committee composed of a boy and a girl. The function of this committee is to assume responsibility for the homeroom for a period of a week. They are also aided by the homeroom president. Their duties are to help improve the courtesy of homeroom members, to report outstanding class disturbers, to report those who take or do not take an active part in class discussions, to report on scholarship, home-work, and study habits, to keep the homeroom neat by straghtening up at the end of the day, and to prepare an oral report for the guidance period. Discussions and suggestions for improvement take place during the guidance period. A remarkable improvement has taken place and a good class spirit has been developed. (*Secondary*)

Adult Education Opportunities Explored

The teacher acquaints the pupils in class with inexpensive opportunities for continued study after high school, and for the furtherance of hobby interest. They discover what adult education programs mean, and what facilities museums and libraries offer. They explore the leisure and educational resources of their own and nearby cities. (*Secondary*)

VIII

THE PUBLIC AS A RESOURCE IN CITIZENSHIP EDUCATION

1. *Utilizing the ideas of the public as well as of the staff and pupils is an important factor in planning the program of civic education.*
2. *The obligation of the public to assume this responsibility safeguards the popular control of our schools.*
3. *The public in contributing from its own civic experiences assures adequacy in the training of competent citizens.*
4. *The school contributes to the quality of living in the community by offering constructive and challenging opportunities to citizens.*

The practices that follow incorporate the ideas and resources of the lay public and faculty through group cooperation. Good schools are not just the product of good teachers, good physical plants, and instructional materials. The communities which have good schools tend to have them because they know what they want, and because they participate in achieving it. Just as pupils learn good citizenship practices within the school itself, so must they develop this ability in the community at large.

Members of the community have a right and an obligation to concern themselves with the program through which pupils grow in their capacity for practicing good citizenship. The future of the community depends upon the extent to which young citizens are prepared to assume the obligations of mature citizens.

This pattern deals with the means by which the school can provide opportunities for the community to participate in the school program and contribute their ideas along with those of the educators. Specifically, citizens of the community contribute by drawing on their own civic experiences, with a view to helping the schools to turn out competent citizens.

Citizenship Club Activity

A visit to their town building was an informative experience for members of a sixth-grade Good Citizenship Club. First they studied the topography map of the town, located in the lobby of the building. Then they went to the police court, where they learned about court procedure, the operation of

the police-department switchboard and how it is connected by two-way radio to each town police car. They also saw what a jail cell looks like, and how finger-printing is done. Town officials proved to be good instructors in this experience.

(*Elementary*)

World-Minded Americans

The P. T. A. of our school district is sponsoring a school in Holland. Through the school, shoes and warm clothing have already been sent abroad. The children are writing letters to the children of the Dutch school. In another school the sixth grade has exchanged letters with five widely separated Filipino schools for two years. Forty-six boxes of school books have been shipped abroad. Transportation charges were paid by the Philippine Embassy in Washington. Food is scarce in the Philippines so children of ten or more must produce some food. One sixth-grade class earned money to send seeds, taking care they were the kind of seeds that would grow in the Philippine Islands.

(*Elementary*)

City Government Observation

The borough council annually holds a special meeting for eighth-grade students so that the children may see the council in action and ask questions about its operation. At the start of the meeting the mayor made a few general explanatory remarks and all matters of business were elaborated upon for the children's benefit. Each council member introduced his regular report with an explanation of his particular function in governing the borough. Current problems and ways in which the children might cooperate with the council were also discussed. The day after the meeting the students who had been present went to the other classrooms in the school to tell what they had learned and to urge cooperation in civic matters. The children also wrote letters of appreciation to the mayor and to the council members.

(*General*)

Local History Booklet

Our local city is rich in historical tradition, but our students knew too little about it until the local chamber of commerce, the newspaper, and the public school system cooperated to prepare the story of our city's illustrious past. Using the comic-book technique, the students helped prepare a booklet depicting many of the famous events of the city's history. The stories of exploration, exciting as well as informative, are now familiar ones in the minds of our citizens. Copies of this cooperative report were printed for wide distribution by the chamber of commerce.

(*General*)

School Community Program

A school system embarked on an intensive program called "Know Your Community In a Big Way." Among the events of a five-week program was a song and dance festival, with dances native to the ancestries of the student group, including a Hawaiian dance performed by a Javanese girl. The costumes were authentic. Pupils themselves were responsible for much of the training. At a P. T. A. meeting the following week, the community presented its formal request for a new building with expanded facilities to its representative on the board of education. Thirty-four different community organizations sent representatives or delegations to this conference. The third week celebrated the Norwegian Independence Day. Plays, dancing, and community singing were enjoyed. The guest of honor was a Norwegian. A play by the faculty was the feature of the fourth week. Closing the intensive community program was a celebration of Irish Night, sponsored by the Gaelic Advisory Board of the night school. Without giving undue importance to any special group, this school system emphasized the desirability of each contribution to American culture. (General)

Social Agencies Council

The Council of Social Agencies, of which the Board of Education is a member, keeps an up-to-date index of all families which have been active with any social agency in our village. When a pupil in school needs counseling the case is referred to one of our visiting teachers who in turn consults the index at the Council of Social Agencies preliminary to doing any work with the pupil. This clearance reduces duplication and resulting confusion especially from the point of view of the pupil being studied. (General)

What Parents Can Do

"Good citizens have right attitudes toward all people. Attitudes are as much caught as taught, and children are influenced by the attitudes of their parents. Disparaging remarks made by parents sometimes are repeated by children and friendly attitudes of parents toward all individuals are also copied." These statements were discussed in the four-page leaflet entitled Human-Relations published recently by our school system. It describes the progress made in a program for better human relations launched by the community educational council which is composed of a group of faculty members who meet with the superintendent to consider policies and practices. Teachers' study groups, publications, and descriptions of pupils' school ac-

tivities attest to the attention given to human relations in this school system.
(General)

Educational Display

During National Education Week the Teachers' Public Relations Committee arranged with a local merchant to place an exhibit in his show window. The display illustrated the contrast between the old and the new in education, and interested citizens contributed all sorts of souvenirs of our town's early schools, including books, copybooks, lessons, report cards, photographs, and even an authentic desk occupied by an appropriately garbed store dummy. To contrast with this quaintness was an array of the newest books, maps, and other equipment being used in educating modern citizens. An appropriately garbed store dummy also characterized the modern youth.
(General)

Hitch-hiking Problem Solved

A student committee was appointed by the student council to carry on an education program against hitch hiking. Local and county police were contacted. A police film on driving was presented. A display of traffic signs and pictures of accidents was arranged in the lobby. Two policemen were on temporary duty to answer questions and give importance to the campaign. Slogans were adopted and broadcast over the air each day and the students began to feel guilty when engaged in the practice of hitch-hiking. The entire program was the work of the students and community. The teachers did little more than encourage the drive.

Another project suggested and planned by the council was a city-wide drive to enlist cooperation of schools, homes, churches, and all community organizations in a safety program to prevent accidents in skating and coasting.
(General)

Study Committee

A veteran's organization appeared before the board of education and requested that the Springfield plan regarding race tolerance be put into operation in our community. The board of education and superintendent heartily concurred. The superintendent was commissioned to visit Springfield to see the plan in action and to recommend a committee to study this need.
(General)

Educational Council

The Educational Council meets with the superintendent to consider school problems. The council has no legislative power, but its purpose is two-fold. It gives the staff and community an opportunity to present problems for consideration and it helps to keep the administration in touch with the thinking of the faculty and community. (General)

Good Citizenship Visualized

The Teachers Association and the P. T. A. jointly sponsored and financed the visual education department's production of a movie based on a series of colored pictures showing un-rehearsed scenes in the citizenship program of school life. This educational film was entitled "The Fourth R," by which civic Responsibility was meant. The school camera club, script writers' club, and other town organizations assisted in the development of this film and the script written for it. Following the school shots of citizenship training there were film sequences showing the functioning town organizations such as the major civic associations, welfare associations, board of education and township committee. The purpose of the film is to show how training for civic responsibility at school prepares youth for assuming civic responsibilities in community living. (General)

Public Support Enlisted

A teachers' club, in a drive for better schools, carried on a public relations program. Service clubs such as the American Legion were asked to sponsor oratorical and research contests on American history. Downtown merchants were encouraged to participate during National Education Week by setting up original displays showing their concepts of education from the standpoint of their business. A forum was held in the evening so that parents could attend. The picture, "Wild Boys of the Road," was shown, and all participated in a discussion of the educational implications. (General)

Youth Center Sponsorship

The success of a youth center seems to depend upon the leadership of some adult or group of adults who, working together with the young people, encourage them to assume responsibility and set their own standards. These adults are usually laymen, members of civic organizations. Planning with the school, they take responsibility for administering the center.

Swing Inn was started last September by one of the parents who wanted the high-school boys and girls to have some sort of recreation center. The

parent spoke to one of the local lodges and it agreed to the permanent use of one of its rooms. This parent then secured from the Guidance Counselor a list of about fifty students, representing a cross section of the school, and called them to a general meeting. Everyone agreed that the idea was good and that such an organization would be wholeheartedly supported by the students. Officers were elected and since then it has been run entirely by the young people with parent cooperation.

Membership requirements include residence in the community and grade level nine to twelve. Students who attend high schools other than our own or private schools, but who live in our community, are eligible.

One of the greatest problems was raising money to get things under way. It was decided to sell membership tickets at \$1.00 for one year. Donations from parents for the furnishings have been greatly appreciated, but the main source of income still comes directly from the members.

After the club room was decorated, the membership elected committee heads. Each separate activity or department had one or two young people in charge. Two people were elected to take complete charge of securing and selling the membership tickets. One person headed the committee on the buying and selling of food, but other members also helped.

The membership decided that Swing Inn should be open every afternoon from 3:30 to 5:00 (except for Sunday) and on Saturday night from 8:30 to 12:30. Parents acted as hostesses and chaperons.

During week days no admission is charged except for a membership ticket, but on Saturday night a fee of 25c per couple is charged to cover the expense of an orchestra and other features.

The club membership has had many problems to solve. When it was noticed that among the 500 members only a certain small group did its share of the work, a committee was appointed to make a list of rules. These were adopted by the club.

About a month ago a group of talented members got together and put on a variety show. It was much like an amateur program, with wit and talent combined. Several boys offered a comedy act, two girls sang some popular songs. Many of the members attended and liked the show so well that another is under way at the present time.

Swing Inn is not in any way connected with the school, but the school has helped in advertising its various activities on the school radio and the bulletin board.

(Secondary)

International Club

The community and the school have worked together on international problems. Our international club as a group has joined United Nations Youth, which is affiliated with the American Association for the United Nations. Through the club, and as members of the senior classes in United States history, many of our students went to the three lectures which were a part of our local adult forum series. They set up a table in the lobby where citizens coming to the lectures could get information and literature on the United Nations. Through our international club much interest has been shown on international problems. (Secondary)

Social Civic Facts Discovered

Several high school classes in social science, English, and science collaborated, with teacher guidance, in analyzing and interpreting a report of the city planning commission. The study was particularly useful to the entire high-school group and their families because of zoning provisions that had aroused intense local feeling.

In another high school the students made a survey with the help of the teacher, of the recreational needs of the city and worked with adult groups in developing a scheme which was adopted by the city council. Practices of this type help students to discover the basic facts, laws, and customs of our society. (Secondary)

Leisure-time Activity

This year the bank sent major league baseball tickets to the school. Two of these tickets were awarded to my English class. On the basis of citizenship the classes elected one boy and one girl to receive the tickets. With television and school sports playing such a prominent part in the community life, the girls as well as the boys are exceptionally sports-minded in this section of the country. The bank's generosity was greatly appreciated since sports interests are as necessary for the building of citizens as the more formal part of education. (Secondary)

Recordings Help All to Share

In studying crime, our social science class was anxious to get first-hand information from wardens, sheriffs, and law-enforcement agencies. Since it was difficult for the classes to go to these sources, speakers were asked to come to the school. Because of conflicting schedules, they could not speak

to all the students at the same time, so their talks were recorded for the benefit of those who could not hear the speakers in person. Some of the students visited local officials, investigated their duties, and made reports to the class.

(*Secondary*)

Mayor Installs Officers

The mayor of our town always comes to the high school to install the newly elected student council officers. This has become a wholesome tradition in our school.

(*Secondary*)

Census Survey Aided by Students

Township officials secured the cooperation of the ninth-grade social studies classes and took an unofficial census of the town. Each home was contacted personally or by telephone. This survey helped to ascertain the number of children of pre-school age, so that the school board might better provide for increases in staff and equipment.

(*Secondary*)

Resource File¹

Realizing the contributions which adults in the community may make through their vocational and avocational interests, a resource committee keeps a file of information of such nature in the principal's office. This file of resources is valuable for first-hand knowledge on vocations and possible contacts for placement. One school system has gathered information with orange-colored cards listing human resources and yellow-colored cards listing material resources.

(*General*)



¹ A special report, "Fifty Teachers to a Classroom," written by a special Metropolitan School Study Council Committee, gives complete data on variations and refinements of this outstanding practice.



